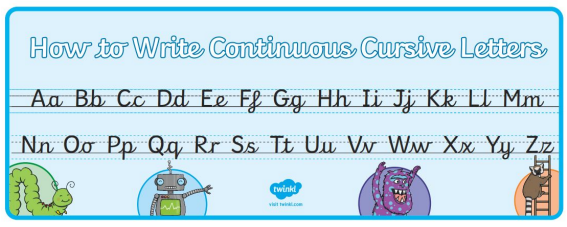
# Stapleford Abbotts Primary Academy Writing Learning journey




At Stapleford Abbotts Primary Academy we use Continuous Cursive writing!

## YEAR 6

Chose which writing tool to use and join fluently

Develop and edit your ideas to become a confident writer

Use research and reading to add to your ideas in the writing

Use dialogue to keep a story moving

Use both formal and informal

### My Writing Checklist

1. CL FS " " ! ? , ; : - – ( ) ' …
2. Brackets, dashes or commas for parenthesis
3. Commas to avoid confusion: Let's eat, Grandma/Let's eat Grandma
4. Colon to introduce a list, semi-colon to separate items within a list
5. Adverbs, preposition phrases and expanded noun phrases
6. Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas
7. Range of vocabulary and stylistic features
8. Range of sentences
9. Joined handwriting and correct spellings
10. Use passive and modal verbs appropriately

Continue to write different styles of writing and remain passionate! Maybe you'll become an author!

## YEAR 5

During the Junior journey there will be opportunities for the children to earn capes of success for:

Identify the audience for their writing

When writing stories they will star to look at how it develops

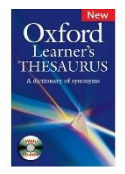
### My Writing Checklist

1. CL FS ! ? , ( ) – " " '
2. Sentences with relative clauses: who, which, what, that. E.g. the table that is made of oak is now black with age
3. Adverbs/adverbials, prepositions and conjunctions
4. Expanded noun phrases and interesting vocabulary
5. Modal verbs, e.g. might, could, should, will, must
6. Paragraphs (topic sentence and supporting details)
7. Pronouns and nouns for cohesion: she, Sally, her
8. Cohesion within and between paragraphs: then, after, although, meanwhile, firstly, had been
9. Joined handwriting and correct spellings

Start summarising longer texts

Keeping the same tense when writing

Use a thesaurus to up level their vocabulary

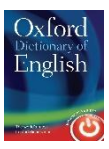


Developing a plan into a story and research if needed

Assess the effectiveness of their work

Proofread and edit your work

Use organisational methods e.g. subheadings




Use the letters in a word to use a dictionary

### My Writing Checklist

1. CL FS , ! ? " " '
2. Paragraphs (topic sentence and supporting details)
3. Pronouns and nouns, e.g. he, she, we, Sally
4. Range of adverbs: then, next, soon, therefore
5. Conjunctions, prepositions and adverbs, e.g. when, after, so, because, soon, next, because of, during, in, before, while
6. Expanded noun phrases (e.g. 'the teacher' expanded to 'the strict teacher with curly hair')
7. Fronted adverbials with a comma
8. Apostrophes for possession and plural nouns, e.g. the boy's coat/ the boys' coats
9. Joined handwriting and correct spellings

Use more than one clause and a range of joining words

Read and perform your work to your class

## YEAR 4

Proofread and edit mistakes in spelling and punctuation

Use paragraphs

### My Writing Checklist

1. CL and FS ! ?
2. Spaces between words
3. Joining words using: when, if, that, because, or, and, but, so
4. Apostrophes used for missing letters (e.g. can't, couldn't)
5. Expanded noun phrases: my beautiful purse, the blue butterfly with colourful wings
6. Write statements, commands, exclamations and questions
7. Adverbs of time, e.g. first, next, second
8. Adverbs, e.g. slowly, quickly, cautiously
9. Joined handwriting and correct spellings

Writing down ideas and/or key words, including new vocabulary

Discuss writing similar to your own to understand the features

## YEAR 3

Planning or saying out loud what they are going to write about

Reread and check their work

Building a varied and rich vocabulary and an increasing range of sentence structures

### My Writing Checklist

1. CL and FS ! ? " " , '
2. Commas in a list
3. 'a' and 'an' used correctly
4. Conjunctions using: while, before, after, because, although, if
5. Range of adverbs, e.g. then, soon, next, therefore
6. Prepositions, e.g. before, after, during, in
7. Verbs, e.g. has gone/have been
8. Paragraphs (change of time, place, person)
9. Joined handwriting and correct spellings

Use Standard English

Read their work aloud with expression

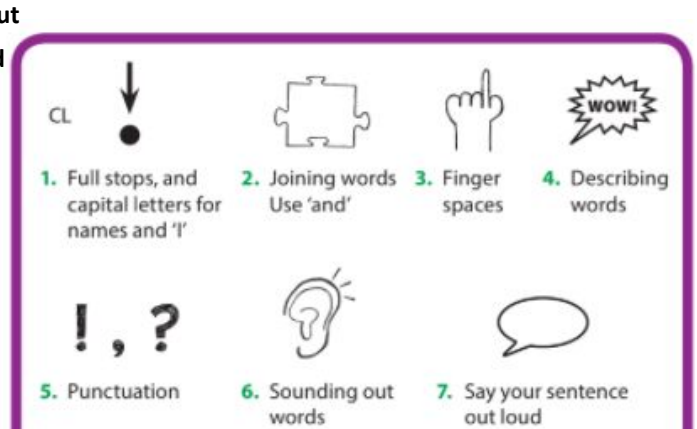
Write simple sentences from memory and combine words.

Use diagonal and horizontal lines

Form lower case letters and make them the right size

## YEAR 2

Say out loud what they are going to write about before writing it




Reread and discuss work with others

Sit correctly at a table and form capital letters

## YEAR 1

Use 3 fingers to hold a pencil

Copy letter shapes

Use a capital letter for their name

Sit with good posture

Write tricky words from memory dictated by the teacher

Writing simple sentences about themselves and their experiences

Talk about stories and say sentences aloud - count the words in each sentence

Reread a sentence to check it makes sense

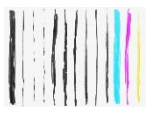
Retell a story

## Reception

## Preschool

Find own name when asked

Mark making



Talk about your own experiences and past events

Retell a simple past event

Mark making in the air, on paper, in sand

Write some letters

Write some or all of your name

During the EYFS/Infant journey there will be opportunities for the children to earn capes of success for: