Writing Scope and Sequence

* Genre identified to also be treated in oral language

Kindergarten – Writing Scope and Sequence

Audience / Purpose	☐
Text Structure	☐ Creates short oral texts to record ideas and events, including narratives* and recounts* ☐ Uses simple frameworks based on "I Tell It" which follow main elements of the structure
Literary Devices	☐ Orally state short simple sentences to convey ideas, events and/or information
Vocabulary	☐ Orally uses vocabulary and adjectives for emphasis ☐ Vocabulary as per semantic hierarchy – labelling, functions, attributes, associations, differences/similarities, categories
Cohesion	☐ Orally uses simple connectives and conjunctions such as 'and', "so", "but" to connect clauses
Paragraphing	
Grammar / Sentence Structure	☐ Identifies part of a simple sentence – noun and verb ☐ Writes from top to bottom and left to right ☐ Leaves spaces between words
Punctuation	☐ Experiments with capital letters, full stops and question marks
Editing	☐ Re-read own writing back ☐ Use Editing Checklist 1 to model editing of work
Handwriting	☐ Forms known upper- and lower-case letters

Pre- Primary – Writing Scope and Sequence

Audience / Purpose	☐
Text Structure	☐ Creates short texts to record ideas and events, including narratives* and recounts* ☐ Uses simple frameworks based on "I Tell It" which follow main elements of the structure
Literary Devices	☐ Writes short simple sentences to convey ideas, events and/or information ☐ Writes familiar words and phrases related to personal experience or a specific topic
Vocabulary	☐ Uses vocabulary and adjectives for emphasis – orally and leading into written ☐ Vocabulary as per semantic hierarchy – labelling, functions, attributes, associations, differences/similarities, categories
Cohesion	☐ Uses simple connectives and conjunctions such as 'and', "so", "but" to connect clauses – orally and leading into written
Paragraphing	☐
Grammar / Sentence Structure	☐ Identifies part of a simple sentence – noun and verb ☐ Writes from top to bottom and left to right ☐ Leaves spaces between words
Punctuation	☐ Experiments with capital letters and full stops in most sentences ☐ Experiments with question marks, exclamation marks
Editing	☐ Re-read own writing back ☐ Use Editing Checklist 1 to model editing of work
Handwriting	☐ Correctly forms known upper- and lower-case letters using an appropriate starting point

Year One– Writing Scope and Sequence

Audience / Purpose	☐ Shows an awareness of purpose and audience
Text Structure	☐ Create short imaginative, informative and persuasive texts including recounts, procedures*, narratives*, invitations and expositions* ☐ Uses simple frameworks based on "I Tell It" which follow main elements of the structure
Literary Devices	☐ Provide details about ideas or events, and details about the participants in those events ☐ Uses appropriate multimodal elements, for example illustrations and diagrams ☐ Emerging use of word choice e.g. strong words to persuade
Vocabulary	☐ Uses vocabulary and adjectives for emphasis and to enhance sentences
Cohesion	☐ Uses simple connectives and conjunctions such as 'and', "so", "but" to connect clauses
Paragraphing	☐ Recognise breaks in text represent paragraphs
Grammar / Sentence Structure	☐ Identifies parts of a sentence – noun/verb ☐ Understands types of sentences – statement, question, command ☐ Writes simple and compound sentences ☐ Identifies nouns, pronouns, verbs, adjectives and adverbs
Punctuation	☐ Correctly uses capital letters and full stops ☐ Experiments with question marks, exclamation marks
Editing	☐ Re-read own writing back ☐ Use Editing Checklist 1 to model editing of work
Handwriting	☐ Writes correctly formed unjoined upper- and lower-case letters ☐ Forms letters that are uniform in size

YEAR TWO – Writing Scope and Sequence

Audience / Purpose	☐ Shows awareness of purpose and audience through use of a title and reader orientation
Text Structure	☐ Draws on own experiences, imagination and learnt information to create detailed and organised text ☐ Uses appropriate text structure with a given framework to create a recount*, narrative, report* and exposition* ☐ Write simple poetry within a given framework
Literary Devices	☐ Exposure to simple persuasive devices in an exposition, such as strong words, repetition, facts and opinion, expert opinion, rhetorical questions and reasoning, as appropriate ☐ Use similes and onomatopoeia to enrich narrative writing ☐ Include headings, labelled diagrams and timelines in a report, with teacher scaffolding ☐ Makes connections between images and text meaning
Vocabulary	☐ Deliberately select vocabulary with the purpose of improving the quality of written work ☐ Exposed to text specific vocabulary to enhance writing
Cohesion	☐ Use simple conjunctions – and, so, but , then, when, then to join sentences ☐ Using pronouns consistently across paragraphs
Paragraphing	☐ Writing is organised into paragraphs that mainly contain one idea or a set of ideas to chunk the text for the reader
Grammar / Sentence Structure	☐ Distinguish between statements, questions and commands ☐ Identifies parts of a simple sentence – noun - verb ☐ Writes simple and compound sentences ☐ Uses adjectives and adverbs to enhance sentences ☐ Identify nouns, pronouns, adjectives, verbs, adverbs clauses and conjunctions in sentences
Punctuation	☐ Correctly punctuate simple and compound sentences, using capital letters for sentence beginnings and proper nouns, full-stops, exclamation marks and question marks for sentence ends and commas to separate items in a list ☐ Experiment with use of commas to separate clauses in a sentence ☐ Use apostrophes for contractions ☐ Experiment with apostrophes for ownership and quotation marks for direct speech
Editing	☐ Edits work in a manner consistent with Editing Chart 2
Handwriting	☐ Consistently forms lower and upper case unjoined letters ☐ Leaves uniform space between words ☐ Writes letters consistently on the line

YEAR THREE – Writing Scope and Sequence

Audience / Purpose	☐ Provide information to effectively orient the reader
Text Structure	☐ Plans and writes a range of texts (imaginative, informative and persuasive) ☐ Uses appropriate text structure to create a recount*, narrative, report, procedure*, informal letter and exposition*
Literary Devices	☐ Uses persuasive devices in an exposition, such as strong words, rebuttal, personal pronouns, expert opinion, statistics, repetition, lists, fact and opinion, reference to an authority and evidence ☐ Use simile, onomatopoeia, metaphors and personification to enrich narrative writing ☐ Include headings, sub headings, labelled diagrams, contents, index, glossary and illustrations, timelines and a glossary in a report, as appropriate ☐ Makes connections between images and text meaning
Vocabulary	☐ Purposefully select and use descriptive language and topic specific vocabulary to enhance meaning temporal (time) and emotional vocabulary to improve the quality of written work
Cohesion	☐ Use a range of conjunctions – and, so, but ,then, when, soon, suddenly, only, before, at first, meanwhile to join sentences ☐ Use ordinal connectives ☐ Use consistent tense across a piece of text
Paragraphing	☐ Use paragraphs to separate ideas. ☐ Construct cohesive 2-3 sentence paragraphs including a topic sentence
Spelling	☐ Uses knowledge of sounds to spell most words accurately ☐ Spells most high frequency words accurately ☐ Attempts to spell less familiar words
Grammar / Sentence Structure	☐ Identifies parts of a simple, compound and complex sentences (including dependent and independent clauses) ☐ Writes simple, compound and complex sentences ☐ Uses adjectives and adverbs to enhance sentences ☐ Identify nouns, pronouns, collective nouns, adjectives, verbs, adverbs and conjunctions in sentences
Punctuation	☐ Correctly punctuate all sentences, correctly using capital letters, fullstops, exclamation marks and question marks for sentence ends and commas to separate items in a list and separate clauses in a sentence ☐ Use apostrophes for contractions ☐ Correctly use apostrophes for ownership and quotation marks for direct speech
Editing	☐ Checks a range of texts for meaning ☐ Edits to identify errors for spelling, capital letters and full stops
Handwriting	☐ Legibly forms and writes all joined letters of uniform size

Year Four – Writing Scope and Sequence

Audience / Purpose	☐ Uses literary devices and considered vocabulary choice to engage the reader.
Text Structure	☐ Create literary texts that explore students' own experiences and imagining. ☐ Create literary texts by developing storylines, characters and settings. ☐ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences. ☐ Recount, Narrative, Poetry* Report* Formal letter (eg. complaint, invitation, thank you), Exposition*. ☐ Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.
Literary Devices	☐ Use hyperbole, alliteration, spoonerism, puns, nonsense words, neologisms to enrich narrative writing ☐ Uses narrative, informational and persuasive literacy devices they have been exposed to in previous years
Vocabulary	☐ Selects vocabulary from a range of resources. ☐ Select subject selective vocabulary ☐ Use of modal language for evaluation.
Cohesion	☐ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. ☐ Use of determiners – this, that, these, those. ☐ Use of temporal connectives – the, next, finally, consequently, following, later. ☐ Recognize the importance of tense in text cohesion
Paragraphing	☐ Creates paragraphs with topic sentences and supporting details consistently in texts. ☐ Use the PEEL model of purpose, explanation, example and link. ☐ Uses a new paragraph for a change of place, topic, time or speaker.
Grammar / Sentence Structure	☐ Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling. ☐ Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases. ☐ Uses adjective comparative, superlatives, determiners and articles. ☐ Uses simple, compound and complex sentences to develop ideas.
Punctuation	☐ Uses quotation marks in texts to signal dialogue, titles and quoted (direct) speech ☐ Uses commas to show further information inserted in a sentence, separate clauses, separate a person spoken to from the rest of a sentence; after yes and no in dialogue. ☐ Uses ellipse and parenthesis.
Editing	☐ Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. ☐ Use Editing Checklist 3
Spelling	☐ Refer to CPS Spelling Scope and Sequence.
Handwriting	☐ Write using clearly-formed joined letters, and develop increased fluency and automaticity.

Year Five – Writing Scope and Sequence

Audience / Purpose	☐ Uses literary devices and considered vocabulary choice to engage the reader.
Text Structure	☐ Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced. ☐ Create literary texts that experiment with structures, ideas and stylistic features of selected authors. ☐ Creates an imaginative text (Narrative, Recount) using appropriate text structure, e.g. in a narrative, orients the reader, includes a complication and a resolution. ☐ Constructs an informative text (Report*, Procedure*, Biography, Letter) using the appropriate structure, e.g. in a report, organizes information and includes relevant facts and some supporting detail. ☐ Presents an argument (Exposition*), including supporting detail, using a formulaic structure and some persuasive devices.
Literary Devices	☐ Uses narrative, informational and persuasive literacy devices they have been exposed to in previous years ☐ Use foreshadowing to enrich narrative writing. ☐ Add source reference to informational text devices. ☐ Uses rhetorical questions.
Vocabulary	☐ Choose vocabulary that enhances precision eg. Cut to slice, dice or fillet. ☐ Uses modal verbs and adjectives ☐ Select subject selective vocabulary
Cohesion	☐ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. ☐ Use of determiners – this, that, these, those. ☐ Use of temporal connectives – the, next, finally, consequently, following, later. ☐ Recognize the importance of tense in text cohesion
Paragraphing	☐ Paragraphs are ordered to support the needs of the text and audience – support argument, pace the reader etc. ☐ Paragraphs contain sequenced and related ideas. ☐ Paragraphs contain cohesive devices such as pronouns, repetition. ☐ Use the PEEL model of purpose, explanation, example and link.
Grammar / Sentence Structure	☐ Uses simple, compound and complex sentences to extend ideas. ☐ Uses simple vocabulary and some appropriately selected descriptive and topic-specific words. ☐ Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases. ☐ Uses adjective comparative, superlatives, determiners and articles. ☐ Recognizes common parts of speech
Spelling	☐ Refer to CPS Spelling Scope and Sequence.
Punctuation	☐ Use apostrophes for possessive and use apostrophes with common and proper nouns. ☐ Use colon to introduce a list, quotation or summary; semi colon to join sentences with two or more dependent clauses; hyphen for compound words, written fractions; dash to introduce a list, create surprise or pause.
Editing	☐ Re-read and edit student's own and others' work using agreed criteria for text structures and language features. ☐ Use Editing Checklist 3
Handwriting	☐ Develop a handwriting style that is becoming legible, fluent and automatic.

Year Six– Writing Scope and Sequence

Audience / Purpose	☐ Caters to the anticipated values and expectations of the audience.
Text Structure	☐ Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. ☐ Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice. ☐ Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. ☐ Creates an imaginative text (Narrative, Poetry/Free Verse) that uses appropriate elements of text structure, e.g. in a narrative, orients the reader, develops a series of events and provides a simple resolution. ☐ Constructs an informative text (Procedure*, Report*, Formal Letter, Invitation, Thankyou Letter) using the appropriate structure, e.g. uses headings to organise information, including relevant facts and elaboration. ☐ Constructs a persuasive text (Exposition*) using the appropriate structure and some persuasive devices and includes supporting information. ☐ Writes a recount using appropriate elements of text structure, e.g. logically sequences events with some detail and provides a simple conclusion.
Literary Devices	☐ Uses a diverse range of literary devices suitable to purpose and text form
Vocabulary	☐ Choose vocabulary that enhances precision eg. Cut to slice, dice or fillet. ☐ Uses modal verbs and adjectives ☐ Select subject selective vocabulary
Cohesion	☐ Understand that cohesive links can be made in texts by omitting or replacing words. ☐ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. ☐ Use of determiners – this, that, these, those. ☐ Use of temporal connectives – the, next, finally, consequently, following, later. ☐ Recognize the importance of tense in text cohesion
Paragraphing	☐ Paragraphs are ordered to support the needs of the text and audience – support argument, pace the reader etc. ☐ Paragraphs contain sequenced and related ideas. ☐ Paragraphs contain cohesive devices such as pronouns, repetition. ☐ Use the PEEL model of purpose, explanation, example and link.
Grammar / Sentence Structure	☐ Uses simple, compound and complex sentence structures with mostly consistent tense. ☐ Recognizes common parts of speech ☐ Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases. ☐ Uses adjective comparative, superlatives, determiners and articles.
Spelling	☐ Refer to CPS Spelling Scope and Sequence.
Punctuation	☐ Uses punctuation for clarity, e.g. apostrophes, quotation marks and commas to separate clauses. ☐ Uses most punctuation correctly
Editing	☐ Re-read and edit students' own and others' work using agreed criteria and explaining editing choices. ☐ Uses Editing Chart 3
Handwriting	☐ Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.