



# Writing Scope and Sequence

\* Genre identified to also be treated in oral language

## Kindergarten – Writing Scope and Sequence

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

## Pre- Primary – Writing Scope and Sequence

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

## Year One– Writing Scope and Sequence

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

## YEAR TWO – Writing Scope and Sequence

Audience / Purpose	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows awareness of purpose and audience through use of a title and reader orientation</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draws on own experiences, imagination and learnt information to create detailed and organised text</li> <li><input type="checkbox"/> Uses appropriate text structure with a given framework to create a recount*, narrative, report* and exposition*</li> <li><input type="checkbox"/> Write simple poetry within a given framework</li> </ul>
Literary Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exposure to simple persuasive devices in an exposition, such as strong words, repetition, facts and opinion, expert opinion, rhetorical questions and reasoning, as appropriate</li> <li><input type="checkbox"/> Use similes and onomatopoeia to enrich narrative writing</li> <li><input type="checkbox"/> Include headings, labelled diagrams and timelines in a report, with teacher scaffolding</li> <li><input type="checkbox"/> Makes connections between images and text meaning</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li><input type="checkbox"/> Deliberately select vocabulary with the purpose of improving the quality of written work</li> <li><input type="checkbox"/> Exposed to text specific vocabulary to enhance writing</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use simple conjunctions – and, so, but , then, when, then to join sentences</li> <li><input type="checkbox"/> Using pronouns consistently across paragraphs</li> </ul>
Paragraphing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is organised into paragraphs that mainly contain one idea or a set of ideas to chunk the text for the reader</li> </ul>
Grammar / Sentence Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between statements, questions and commands</li> <li><input type="checkbox"/> Identifies parts of a simple sentence – noun - verb</li> <li><input type="checkbox"/> Writes simple and compound sentences</li> <li><input type="checkbox"/> Uses adjectives and adverbs to enhance sentences</li> <li><input type="checkbox"/> Identify nouns, pronouns, adjectives, verbs, adverbs clauses and conjunctions in sentences</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Experiment with use of commas to separate clauses in a sentence</li> <li><input type="checkbox"/> Use apostrophes for contractions</li> <li><input type="checkbox"/> Experiment with apostrophes for ownership and quotation marks for direct speech</li> </ul>
Editing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Edits work in a manner consistent with Editing Chart 2</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently forms lower and upper case unjoined letters</li> <li><input type="checkbox"/> Leaves uniform space between words</li> <li><input type="checkbox"/> Writes letters consistently on the line</li> </ul>

## YEAR THREE – Writing Scope and Sequence

Audience / Purpose	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide information to effectively orient the reader</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and writes a range of texts (imaginative, informative and persuasive)</li> <li><input type="checkbox"/> Uses appropriate text structure to create a recount*, narrative, report, procedure*, informal letter and exposition*</li> <li><input type="checkbox"/> Introduce the term exposition at metalanguage for persuasive texts.</li> </ul>
Literary Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Use simile, onomatopoeia, metaphors and personification to enrich narrative writing</li> <li><input type="checkbox"/> Include headings, sub headings, labelled diagrams, contents, index, glossary and illustrations, timelines and a glossary in a report, as appropriate</li> <li><input type="checkbox"/> Makes connections between images and text meaning</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a range of conjunctions – and, so, but ,then, when, soon, suddenly, only, before, at first, meanwhile to join sentences</li> <li><input type="checkbox"/> Use ordinal connectives</li> <li><input type="checkbox"/> Use consistent tense across a piece of text</li> </ul>
Paragraphing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use paragraphs to separate ideas.</li> <li><input type="checkbox"/> Construct cohesive 2-3 sentence paragraphs including a topic sentence</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of sounds to spell most words accurately</li> <li><input type="checkbox"/> Spells most high frequency words accurately</li> <li><input type="checkbox"/> Attempts to spell less familiar words</li> </ul>
Grammar / Sentence Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies parts of a simple, compound and complex sentences (including dependent and independent clauses)</li> <li><input type="checkbox"/> Writes simple, compound and complex sentences</li> <li><input type="checkbox"/> Uses adjectives and adverbs to enhance sentences</li> <li><input type="checkbox"/> Identify nouns, pronouns, collective nouns, adjectives, verbs, adverbs and conjunctions in sentences</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Use apostrophes for contractions</li> <li><input type="checkbox"/> Correctly use apostrophes for ownership and quotation marks for direct speech</li> </ul>
Editing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checks a range of texts for meaning</li> <li><input type="checkbox"/> Edits to identify errors for spelling, capital letters and full stops</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Legibly forms and writes all joined letters of uniform size</li> </ul>

## Year Four – Writing Scope and Sequence

Audience / Purpose	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses literary devices and considered vocabulary choice to engage the reader.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create literary texts that explore students’ own experiences and imagining.</li> <li><input type="checkbox"/> Create literary texts by developing storylines, characters and settings.</li> <li><input type="checkbox"/> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences.</li> <li><input type="checkbox"/> Recount, Narrative, Poetry* Report*, personal &amp; formal letter (eg. Email ), Exposition*.</li> <li><input type="checkbox"/> Poetry Forms – Haiku, Shape, Cinquain, Limerick</li> <li><input type="checkbox"/> 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.</li> </ul>
Literary Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use hyperbole, alliteration, spoonerism, puns, nonsense words, neologisms to enrich narrative writing</li> <li><input type="checkbox"/> Uses narrative, informational and persuasive literacy devices they have been exposed to in previous years</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li><input type="checkbox"/> Selects vocabulary from a range of resources.</li> <li><input type="checkbox"/> Select subject selective vocabulary</li> <li><input type="checkbox"/> Use of modal language for evaluation.</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives.</li> <li><input type="checkbox"/> Use of determiners – this, that, these, those.</li> <li><input type="checkbox"/> Use of temporal connectives – the, next, finally, consequently, following, later.</li> <li><input type="checkbox"/> Recognize the importance of tense in text cohesion</li> </ul>
Paragraphing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates paragraphs with topic sentences and supporting details consistently in texts.</li> <li><input type="checkbox"/> Use the PEEL model of purpose, explanation, example and link.</li> <li><input type="checkbox"/> Uses a new paragraph for a change of place, topic, time or speaker.</li> </ul>
Grammar / Sentence Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling.</li> <li><input type="checkbox"/> Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases.</li> <li><input type="checkbox"/> Uses adjective comparative, superlatives, determiners and articles.</li> <li><input type="checkbox"/> Uses simple, compound and complex sentences to develop ideas.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses quotation marks in texts to signal dialogue, titles and quoted (direct) speech</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Uses ellipse and parenthesis.</li> </ul>
Editing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.</li> <li><input type="checkbox"/> Use Editing Checklist 3</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to CPS Spelling Scope and Sequence.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write using clearly-formed joined letters, and develop increased fluency and automaticity.</li> </ul>

## Year Five – Writing Scope and Sequence

Audience / Purpose	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses literary devices and considered vocabulary choice to engage the reader.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.</li> <li><input type="checkbox"/> Create literary texts that experiment with structures, ideas and stylistic features of selected authors.</li> <li><input type="checkbox"/> Creates an imaginative text (Narrative, Recount) using appropriate text structure, e.g. in a narrative, orients the reader, includes a complication and a resolution.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Presents an argument (Exposition*), including supporting detail, using a formulaic structure and some persuasive devices.</li> <li><input type="checkbox"/> Revise poetry structures Shape, Odes, Anthems, Songs</li> </ul>
Literary Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses narrative, informational and persuasive literacy devices they have been exposed to in previous years</li> <li><input type="checkbox"/> Use foreshadowing to enrich narrative writing.</li> <li><input type="checkbox"/> Add source reference to informational text devices.</li> <li><input type="checkbox"/> Uses rhetorical questions.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose vocabulary that enhances precision eg. Cut to slice, dice or fillet.</li> <li><input type="checkbox"/> Uses modal verbs and adjectives</li> <li><input type="checkbox"/> Select subject selective vocabulary</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives.</li> <li><input type="checkbox"/> Use of determiners – this, that, these, those.</li> <li><input type="checkbox"/> Use of temporal connectives – the, next, finally, consequently, following, later.</li> <li><input type="checkbox"/> Recognize the importance of tense in text cohesion</li> </ul>
Paragraphing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraphs are ordered to support the needs of the text and audience – support argument, pace the reader etc.</li> <li><input type="checkbox"/> Paragraphs contain sequenced and related ideas.</li> <li><input type="checkbox"/> Paragraphs contain cohesive devices such as pronouns, repetition.</li> <li><input type="checkbox"/> Use the PEEL model of purpose, explanation, example and link.</li> </ul>
Grammar / Sentence Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses simple, compound and complex sentences to extend ideas.</li> <li><input type="checkbox"/> Uses simple vocabulary and some appropriately selected descriptive and topic-specific words.</li> <li><input type="checkbox"/> Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases.</li> <li><input type="checkbox"/> Uses adjective comparative, superlatives, determiners and articles.</li> <li><input type="checkbox"/> Recognizes common parts of speech</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to CPS Spelling Scope and Sequence.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use apostrophes for possessive and use apostrophes with common and proper nouns.</li> <li><input type="checkbox"/> 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.</li> </ul>
Editing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features.</li> <li><input type="checkbox"/> Use Editing Checklist 3</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a handwriting style that is becoming legible, fluent and automatic.</li> </ul>



## Year Six– Writing Scope and Sequence

Audience / Purpose	<ul style="list-style-type: none"> <li><input type="checkbox"/> Caters to the anticipated values and expectations of the audience.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.</li> <li><input type="checkbox"/> Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Constructs a persuasive text (Exposition*) using the appropriate structure and some persuasive devices and includes supporting information.</li> <li><input type="checkbox"/> Writes a recount using appropriate elements of text structure, e.g. logically sequences events with some detail and provides a simple conclusion.</li> </ul>
Literary Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a diverse range of literary devices suitable to purpose and text form</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose vocabulary that enhances precision eg. Cut to slice, dice or fillet.</li> <li><input type="checkbox"/> Uses modal verbs and adjectives</li> <li><input type="checkbox"/> Select subject selective vocabulary</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that cohesive links can be made in texts by omitting or replacing words.</li> <li><input type="checkbox"/> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives.</li> <li><input type="checkbox"/> Use of determiners – this, that, these, those.</li> <li><input type="checkbox"/> Use of temporal connectives – the, next, finally, consequently, following, later.</li> <li><input type="checkbox"/> Recognize the importance of tense in text cohesion</li> </ul>
Paragraphing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraphs are ordered to support the needs of the text and audience – support argument, pace the reader etc.</li> <li><input type="checkbox"/> Paragraphs contain sequenced and related ideas.</li> <li><input type="checkbox"/> Paragraphs contain cohesive devices such as pronouns, repetition.</li> <li><input type="checkbox"/> Use the PEEL model of purpose, explanation, example and link.</li> </ul>
Grammar / Sentence Structure	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses simple, compound and complex sentence structures with mostly consistent tense.</li> <li><input type="checkbox"/> Recognizes common parts of speech</li> <li><input type="checkbox"/> Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases.</li> <li><input type="checkbox"/> Uses adjective comparative, superlatives, determiners and articles.</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to CPS Spelling Scope and Sequence.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses punctuation for clarity, e.g. apostrophes, quotation marks and commas to separate clauses.</li> <li><input type="checkbox"/> Uses most punctuation correctly</li> </ul>
Editing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices.</li> <li><input type="checkbox"/> Uses Editing Chart 3</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.</li> </ul>