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	☐ Recognises 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	Writes for a purpose, uses literacy devices (Seven Steps) and considered vocabulary choices to engage the reader.
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/simile and word choice • Plan, draft and publish imaginative, informative and persuasive texts, using the Seven Steps planning graph. Choose and experiment with text structures, language features, images and digital resources appropriate to purpose and audience • Creates an imaginative text using **Seven Steps strategies** including: Plan for Success, Sizzling Starts, Tightening Tension, Dynamic Dialogue, Show Don't Tell and Exciting Endings • Constructs an informative text (Report, Formal and informal Letter) using Seven Steps strategies to inform and entertain the reader. Also uses secretarial skills such as headings to organise information, including relevant facts and elaboration • Constructs a persuasive text (Exposition) using the appropriate Seven Steps strategies and persuasive devices including supporting evidence
Literary Devices	Uses Seven Steps strategies to purpose and text form. ***Step 2 Sizzling Starts:*** **Narrative:** Start with action or at a point of change, start with a sound, use humour, start with Dynamic dialogue (or a fight), ask a question, paint a word picture (Show Don't Tell), foreshadowing. **Persuasive:** As above, add anecdote, rhetorical question, infer your position or side **Informative:** Hook the reader with an enticing fact or action, paint word picture (as a witness), start with a strong quote as a witness or statistic/fact. ***Step 7 Exciting Endings:*** **Narrative:** Action climax and emotional resolution (how has the character grown or changed) **Persuasive:** Call to action (inspire to empower change), link to the introduction **Informative:** Link back to the introduction, end with a call to action, leave the reader something to think about ***Step 5 Show Don't Tell:*** **Narrative:** Create character care factor by showing us the world through their eyes, infer meaning, descriptive language **Persuasive:** Provide opportunities for empathy **(with 1 character)**, provide evidence, repetition **Informative:** Paint a word picture (e.g. Swimming in an ocean full of plastic), use a single example (eg. One refugee child) **Report**: Include headings, sub headings, labelled diagrams, contents, index, glossary and illustrations, timelines and a glossary in a report, as appropriate
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	• Uses Alan Peats sentence structures (1, 2, 4, 5, 7, 10, 15, 16, 17, 21 and 25) to create simple, compound and complex sentences 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 articles • Identifies parts of a simple, compound and complex sentences (including dependent and independent clauses) • 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, full-stops, 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	Writes for a purpose, uses literacy devices (Seven Steps) and considered vocabulary choices to engage the reader.
Text Structure	Create literary texts that adapt or combine aspects of texts students have experienced, in innovative ways. • Plan, draft and publish imaginative, informative and persuasive texts, using the Seven Steps planning graph. Select and follow appropriate text structures, language features, images and use digital resources appropriate to purpose and audience. • Creates an imaginative text using **Seven Steps strategies** including: Plan for Success, Sizzling Starts, Tightening Tension, Dynamic Dialogue, Show Don't Tell and Exciting Endings • Constructs an informative text (Report, Formal and informal Letter) using Seven Steps strategies to inform and entertain the reader. Also uses secretarial skills such as headings to organise information, including relevant facts and elaboration • Constructs a persuasive text (Exposition) using the appropriate Seven Steps strategies and persuasive devices including supporting evidence
Literary Devices	**Seven Steps Strategies:** *Step 2 Sizzling Starts:* **Narrative:** Start with action or at a point of change, start with a sound, use humour, start with Dynamic dialogue (or a fight), ask a question, paint a word picture (Show Don't Tell), foreshadowing. **Persuasive:** As above, add anecdote, rhetorical question, infer your position or side **Informative:** Hook the reader with an enticing fact or action, paint word picture (as a witness), start with a strong quote as a witness or statistic/fact. *Step 7 Exciting Endings:* **Narrative:** Action climax and emotional resolution (how has the character grown or changed) **Persuasive:** Call to action (inspire to empower change), link to the introduction **Informative:** Link back to the introduction, end with a call to action, leave the reader something to think about **Step 5 Show Don't Tell:** **Narrative:** Create character care factor by showing us the world through their eyes, infer meaning, descriptive language **Persuasive:** Provide opportunities for empathy with the audience **(e.g. by using personal pronouns)**, provide evidence. **Informative:** Paint a word picture (e.g. Swimming in an ocean full of plastic), use a single example (e.g. One refugee child)
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	• Uses Alan Peats sentence structures (1, 2, 3, 4, 5, 7, 10, 11, 15, 16, 17, 19, 20, 21 and 25) to create simple, compound and complex sentences 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

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 CHIMPS to edit own work
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	Writes for a purpose, uses literacy devices (Seven Steps) and considered vocabulary choices to engage the reader.
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/simile and word choice • Plan, draft and publish imaginative, informative and persuasive texts, using the Seven Steps planning graph. Choose and experiment with text structures, language features, images and digital resources appropriate to purpose and audience • Creates an imaginative text using **Seven Steps strategies** including: Plan for Success, Sizzling Starts, Tightening Tension, Dynamic Dialogue, Show Don't Tell and Exciting Endings • Constructs an informative text (Report, Formal and informal Letter) using Seven Steps strategies to inform and entertain the reader. Also uses secretarial skills such as headings to organise information, including relevant facts and elaboration • Constructs a persuasive text (Exposition) using the appropriate Seven Steps strategies and persuasive devices including supporting evidence
Literary Devices	Uses Seven Steps strategies to purpose and text form. *Step 2 Sizzling Starts:* **Narrative:** Start with action or at a point of change, start with a sound, use humour, start with Dynamic dialogue (or a fight), ask a question, paint a word picture (Show Don't Tell), foreshadowing. **Persuasive:** As above, add anecdote, rhetorical question, infer your position or side **Informative:** Hook the reader with an enticing fact or action, paint word picture (as a witness), start with a strong quote as a witness or statistic/fact. *Step 7 Exciting Endings:* **Narrative:** Action climax and emotional resolution (how has the character grown or changed) **Persuasive:** Call to action (inspire to empower change), link to the introduction **Informative:** Link back to the introduction, end with a call to action, leave the reader something to think about **Step 5 Show Don't Tell:** **Narrative:** Create character care factor by showing us the world through their eyes, infer meaning, descriptive language **Persuasive:** Provide opportunities for empathy **(with 1 character)**, provide evidence **Informative:** Paint a word picture (e.g. Swimming in an ocean full of plastic), use a single example (e.g. One refugee child) Uses narrative, informational and persuasive literacy devices they have been exposed to in previous years
Vocabulary	• Choose vocabulary that enhances precision e.g. 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 Alan Peats sentence structures (1-27) to create simple, compound and complex sentences 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	• 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 CHIMPS structure to edit own work
Handwriting	• Develop a handwriting style that is becoming legible, fluent and automatic

Year Six– Writing Scope and Sequence

Audience / Purpose	Writes for a purpose, uses literacy devices (Seven Steps) and considered vocabulary choices to engage the reader.
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/simile and word choice • Plan, draft and publish imaginative, informative and persuasive texts, using the Seven Steps planning graph. Choose and experiment with text structures, language features, images and digital resources appropriate to purpose and audience • Creates an imaginative text using **Seven Steps strategies** including: Plan for Success, Sizzling Starts, Tightening Tension, Dynamic Dialogue, Show Don't Tell and Exciting Endings • Constructs an informative text (Report, Formal and informal Letter) using Seven Steps strategies to inform and entertain the reader. Also uses secretarial skills such as headings to organise information, including relevant facts and elaboration • Constructs a persuasive text (Exposition) using the appropriate Seven Steps strategies and persuasive devices including supporting evidence
Literary Devices	Uses Seven Steps strategies to purpose and text form. *Step 2 Sizzling Starts:* **Narrative:** Start with action or at a point of change, start with a sound, use humour, start with Dynamic dialogue (or a fight), ask a question, paint a word picture (Show Don't Tell), foreshadowing **Persuasive:** As above, add anecdote, rhetorical question, infer your position or side **Informative:** Hook the reader with an enticing fact or action, paint word picture (as a witness), start with a strong quote as a witness or statistic/fact *Step 7 Exciting Endings:* **Narrative:** Action climax and emotional resolution (how has the character grown or changed) **Persuasive:** Call to action (inspire to empower change), link to the introduction **Informative:** Link back to the introduction, end with a call to action, leave the reader something to think about **Step 5 Show Don't Tell:** **Narrative:** Create character care factor by showing us the world through their eyes, infer meaning, descriptive language **Persuasive:** Provide opportunities for empathy **(with 1 character)**, provide evidence **Informative:** Paint a word picture (e.g. Swimming in an ocean full of plastic), use a single example (e.g. One refugee child)
Vocabulary	• Choose vocabulary that enhances precision e.g. 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 Alan Peats sentence structures (1-27) to create simple, compound and complex sentences 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	• Incorporate Alan Peat sentence structures in Daily Sentence/Warm-up tasks to embed complex punctuation (brackets, dash, colon and semi colon) in daily sentence work • Punctuation for clarity, e.g. apostrophes, quotation marks and commas to separate clauses • Uses boundary punctuation correctly
Editing	• Re-read and edit students' own and others' work using Seven Steps criteria or secretarial rubrics, explaining their editing choices • Uses CHIMPs editing tool to self-correct own work for grammar and punctuation
Handwriting	• Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose