



Deanshanger  
Primary  
School  
Writing Pathways

Deanshanger Pathway - Foundation Stage

		Child	Teacher
1.	I can move my hand easily		
2.	I can work with an adult to write		
3.	I can try and write on my own		
4.	I can recognise things that I can write with		
5.	I like writing and can write		
6.	I can write some clear symbols or letters		
7.	I can write some clear letters		
8.	I can write the first letter of my name		
9.	I try to write things		
10.	I know that letters mean different things		
11.	I can put letters in the right order		
12.	I can write my own name		
13.	I can copy or write over a model		
14.	I know why we write and can copy an adults writing		
15.	I know we write for different reasons		
16.	I can read what I have written		
17.	I know we read from left to right and top to bottom		
18.	I can hold my pencil correctly		
19.	I can say what my writing means		
20.	I can write some letters and words which join together		
21.	I can say what I want to write		
22.	I spell single sound words correctly		
23.	I can write 3 sentences which an adult can read without my help		

### Deanshanger Pathway 1

		Child	Teacher
1.	I can spell words containing each of the 40+ phonemes already taught		
2.	I can spell common tricky words. For example, the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house,		
3.	I can spell the days of the week.		
4.	I can name the letters of the alphabet.		
5.	I can name the letters of the alphabet in order.		
6.	I can use letter names to distinguish between alternative spellings of the same sound		
7.	I can add -s or -es to show the plural for nouns and for verbs. For examples, cats, dogs, spends, rocks, catches...		
8.	I can use the prefix 'un'. For example, unhappy, undo, unload, unfair...		
9.	I can use -ing, -ed, -er and -est in the spelling of root words. For example, helping, helped, helper, eating, quicker, quickest...		
10.	I can apply simple spelling rules.		
11.	I can write from memory simple sentences dictated by the teacher that include a range of words taught so far.		
12.	I can sit correctly at a table, holding a pencil comfortably and correctly.		
13.	I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.		
14.	I can form capital letters.		
15.	I can form digits 0-9.		
16.	I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		
17.	I can write sentences by saying out loud what they are going to write about.		
18.	I can compose a sentence orally before writing it.		
19.	I can sequence sentences to form short stories.		
20.	I can re-read what I have written to check that it makes sense.		
21.	I can discuss what I've written with my teacher or with other children in my class.		
22.	I can read aloud my writing clearly enough to be heard by other children in my class and my teacher.		
23.	I am increasingly able to leave spaces between words.		
24.	I am increasingly able to join words and clauses using 'and'.		
25.	I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		
26.	I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.		
27.	I can use the following in discussing my writing: <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b>		

## Deanshanger Pathway 2

NON NEGOTIABLES		Child	Teacher
These must be achieved every writing session			
1.	I can write and use sentences to form a short story, after discussion with an adult.		
2.	I can punctuate some sentences with capital letters and full stops.		
3.	I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.		
4.	I can spell some common exception words. For example, the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house...		
5.	I can form lower-case letters in the correct direction, starting and finishing in the right place.		
6.	I can form lower-case letters of the correct size relative to one another in some of my writing.		
7.	I can use spacing between words.		
8.	I can write a narrative about my own and others' experiences (real and fictional), after discussion with the teacher.		
9.	I can punctuate most sentences with capital letters and full stops.		
10.	I can sometimes use question marks in my writing.		
11.	I can sometimes use exclamation marks in my writing.		
12.	I can use statements, questions, exclamations and commands sentences in my writing.		
13.	I can use some expanded noun phrases to describe things in my writing.		
14.	I can use present and past tense mostly correctly and consistently.		
15.	I can use co-ordinating conjunctions (or / and / but) in my writing.		
16.	I can use some subordinating conjunctions (when / if / that / because) in my writing.		
17.	I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly.		
18.	I can spell many common exception words. For example, door, floor, because, find, kind, mind, behind, child, wild, climb, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole...		
19.	I can spell some words with contracted forms. For example, can't, it's, didn't, hasn't, couldn't, I'll		
20.	I can add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly. For example, enjoyment, sadness, careful, playful, hopeless, happily		
21.	I can use the diagonal and horizontal strokes needed to join letters in some of my writing.		
22.	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.		
23.	I can use spacing between words that reflects the size of the letters.		
24.	I can proof read my work to check for mistakes in spelling, grammar and punctuation.		
25.	I can write for different purposes, after discussion with the teacher.		
26.	I can use the full range of punctuation taught at key stage 1 mostly correctly.		
27.	I can use the diagonal and horizontal strokes needed to join letters in most of my writing.		
28.	I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing. <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</i>		

### Deanshanger Pathway 3

	NON NEGOTIABLES These must be achieved every writing session	Child	Teacher
1.	I can use capital letters correctly most of the time.		
2.	I can use full stops correctly most of the time.		
3.	I can use commas for lists correctly most of the time.		
4.	I can use apostrophes for contraction correctly most of the time. (I'm, don't, didn't, can't, I'd, wouldn't, won't)		
5.	I can use question marks correctly most of the time.		
6.	I can use exclamation marks correctly most of the time.		
7.	I can write using clear, neat and accurate joined-up handwriting.		
8.	I can use co-ordinating conjunctions accurately (for, and, but, so).		
9.	I can use paragraphs to organise my ideas.		
10.	I can spell some of the unfamiliar words accurately (Year 3 and 4 Spelling List).		
11.	I can produce work that is organised, imaginative and clear.		
12.	I can make my writing match the audience (by providing information about characters or setting or by make a series of points).		
13.	I can use lots of different interesting WOW words in my writing.		
14.	I can develop and extend my ideas in my sentences.		
15.	I can use lots of different conjunctions to show the relationships between points and ideas ( <i>when, because, if, after, while, also, as well</i> ).		
16.	I can make the nouns and verbs agree in nearly all my (The potatoes on my plate ARE cold, <b>NOT</b> the potatoes on my plate is cold).		
17.	I can structure and organise my work clearly (beginning, middle and end, correct use of direct speech " " ).		
18.	I can use adjectives (that describe nouns - red, beautiful, messy) and adverbs (words that describe the verb - slowly, quickly).		
19.	I can use inverted commas correctly. This includes punctuation before the final inverted comma. "Come here!" shouted the boy.		
20.	I can understand when to use 'a' or 'an' in front of a word.		
21.	I can use time words such as <i>afterwards, before, also, after a while</i> and <i>eventually</i> to link and relate events.		
22.	I am beginning to give my reader more information about my characters, actions and settings so they can build a clearer picture of them.		
23.	I can use generalising words for style, ( <i>sometimes; never; always; often; in addition...</i> )		
24.	I can understand the following terms: I can understand what the following words mean: preposition, conjunction, word family, suffix, prefix, clause, subordinate clause, direct speech, consonant, vowel , inverted commas and apostrophe.		

## Deanshanger Pathway 4

	NON NEGOTIABLES These must be achieved every writing session	Child	Teacher
1.	I can use capital letters correctly most of the time.		
2.	I can use full stops correctly most of the time.		
3.	I can use question marks correctly most of the time. (Do you know what time the train leaves?)		
4.	I can use exclamation marks correctly most of the time. (What a lovely day! How exciting!)		
5.	I can use commas for lists correctly most of the time. (The boy bought flour, eggs and caster sugar.)		
6.	I can use apostrophes for contraction correctly most of the time. (He's, she'll, they'd, won't, isn't, we'd, wouldn't)		
7.	I can write using clear, neat and accurate joined-up handwriting.		
8.	I can use subordinating conjunctions ( <i>although, however, nevertheless, despite, contrary to, as well as</i> ).		
9.	I can use different openers including adverbials e.g. <i>Later that day, I heard the bad news.</i>		
10.	I can use paragraphs to organise my ideas.		
11.	I can spell the unfamiliar words accurately (Year 3 and 4 Spelling List).		
12.	I can use nouns, pronouns and tenses accurately and consistently.		
13.	I can use interesting strategies to move my writing forward (characterisation, dialogue with the audience).		
14.	I can offer advice in non-fiction writing ( <i>'An important thing to think about before deciding...'; 'We always need to think about...'</i> ).		
15.	I am developing the interaction of my characters, action and setting to influence the plot and to give my readers more understanding of them.		
16.	My writing is interesting and thoughtful to the reader.		
17.	I can use a range of styles confidently and on my own.		
18.	I can use lots of different interesting WOW (ambitious) words in my writing.		
19.	I can organise my ideas appropriately for purpose and reader	<div>Captions</div> <div>Headings</div> <div>Fonts</div> <div>Chapters</div> <div>Paragraphs</div>	
20.	I am beginning to use complex sentences (e.g. - expansion before and after the noun' <i>The little old man who lived on the hill...'; '...by the lady who taught me guitar,...'</i> ; subordinate clauses - <i>'I felt better when...'; My Grandma, who didn't like doctors, had her hospital appointment tomorrow</i> ).		
21.	I can usually use apostrophes, including to mark plural possession e.g. the girl's name, the girls' names, and inverted commas accurately.		
22.	I can use a wide range of adverbs of time. For example, soon, tomorrow		
23.	I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial. I can also understand and use the grammar and punctuation terms from Y1 to Y3.		

## Deanshanger Pathway 5

	NON NEGOTIABLES These must be achieved every writing session		Child	Teacher
1.	I can use capital letters correctly most of the time.			
2.	I can use full stops correctly most of the time.			
3.	I can use question marks correctly most of the time.			
4.	I can use exclamation marks correctly most of the time.			
5.	I can use commas for lists correctly most of the time.			
6.	I can use apostrophes for contraction and possession correctly most of the time.			
7.	I can write using clear, neat and accurate joined-up handwriting.			
8.	I can use subordinating conjunctions ( <i>although, however, nevertheless, despite, contrary to, as well as</i> ).			
9.	I use lots of different sentence openers to make my work interesting including use an adverbial phrase at the start of a sentence e.g. <i>Later that day, I heard the bad news.</i>			
10.	I can use paragraphs to organise my ideas.			
11.	I can spell unfamiliar words accurately (Year 3 and 4 Spelling List).			
12.	I can use nouns, pronouns and tenses accurately and consistently.			
13.	I can produce writing which is well structured and organised using a range of layouts.			
14.	I can use appropriate formal and informal styles confidently.			
15.	I can use imaginative and ambitious vocabulary (and spell them correctly).			
16.	I can use different techniques to end (conclude) my work (opinion, summary, justification, comment).			
17.	I can use complex sentences.			
18.	I can use punctuation to create effect:	exclamation marks (!),		
		dashes (-),		
		ellipses (...).		
19.	I can use the passive voice for variety and to change focus ( <i>The cake was eaten by the child</i> ).			
20.	I can use a range of narrative techniques (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).			
21.	I can vary sentence length and word order to add interest.			
22.	I can use a range of layout techniques to help the reader (e.g. headings, sub-headings, bullets, underlining, parenthesis, footnote, contents, bibliography)			
23.	I can use punctuation to divide clauses, to vary pace, to create atmosphere, to sub-divide (e.g. commas, colons, semi-colons, dashes, ellipses).			
24.	I can use literary features to create effect (alliteration, onomatopoeia, figurative language)			
25.	I can understand the following terms: Modal verb, relative pronoun, Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.			

## Deanshanger Pathway 6

I can write for a range of purposes and audiences:		Child	Teacher
1.	I can use paragraphs to organise ideas.		
2.	I can describe settings and characters.		
3.	I can use some cohesive devices* within and across sentences and paragraphs. For example, determiners, pronouns, prepositions, adverbs and conjunctions.		
4.	I can use different verb forms mostly accurately. For example, we <b>were</b> going to the park.		
5.	I can use co-ordinating and subordinating conjunctions.		
6.	I can mostly use capital letters correctly.		
7.	I can mostly use full stops correctly.		
8.	I can mostly use question marks correctly.		
9.	I can mostly use exclamation marks correctly.		
10.	I can mostly use commas for lists correctly.		
11.	I can use mostly correctly apostrophes for contraction.		
12.	I can spell most words correctly (Years 3 and 4 Spelling List).		
13.	I can spell some words correctly (Years 5 and 6 Spelling List).		
14.	I can produce legible, joined handwriting.		
I can write for a range of purposes and audiences (including writing a short story):			
15.	I can create atmosphere, and use dialogue to convey character and move the action forward.		
16.	I can selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.		
17.	I can use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. See above.		
18.	I can use passive and modal verbs mostly appropriately.		
19.	I can use a wide range of clause structures, sometimes varying their position within the sentence.		
20.	I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail and precision to my writing.		
21.	I can use mostly correctly:	inverted commas	
22.		commas for clarity	
23.		punctuation for parenthesis( commas, brackets and dashes).	
24.	I can make some correct use of:	semi-colons	
25.		dashes	
26.		colons	
27.		hyphens	
28.	I can spelling most words correctly, including those from the Year 5 and 6 Spelling List.		
29.	I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		
I can write at greater depth for a range of purposes and audiences:			
30.	I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.		
31.	I can select verb forms for meaning and effect.		



32.	I can use the full range of punctuation taught at key stage 2, including:	Semi-colons to mark the boundary between independent clauses		
33.		Colons to mark the boundary between independent clauses		