

# ENGLISH - Writing

## Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The national curriculum for English aims to ensure that all pupils:

- achieve high standards of language and literacy by equipping pupils with a strong command of the spoken and written word.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

### KS1 Pupils should be taught:

#### Year 1

#### Writing - Transcription: Spelling (see English Appendix 1)

Pupils should be taught to

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un– § using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

#### Writing - Transcription: Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

#### Writing – composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it

### KS2 Pupils should be taught:

#### Years 3 and 4

#### Writing transcription - Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Writing – composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

- ☞ sequencing sentences to form short narratives
- ☞ re-reading what they have written to check that it makes sense
- ☞ discuss what they have written with the teacher or other pupils
- ☞ read aloud their writing clearly enough to be heard by their peers and the teacher.

### Writing – vocabulary, grammar and punctuation

Year 1 Pupils should be taught to develop their understanding of the concepts set out in English

Appendix 2 by:

- ☞ leaving spaces between words
- ☞ joining words and joining clauses using and
- ☞ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ☞ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ☞ learning the grammar for year 1 in English Appendix 2
- ☞ use the grammatical terminology in English Appendix 2 in discussing their writing.

### Year 2

#### Writing - Transcription: Spelling (see English Appendix 1)

Pupils should be taught to spell by:

- ☞ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ☞ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ☞ learning to spell common exception words
- ☞ learning to spell more words with contracted forms
- ☞ learning the possessive apostrophe (singular) [for example, the girl's book]
- ☞ distinguishing between homophones and near-homophones & add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- ☞ apply spelling rules and guidance, as listed in English Appendix 1
- ☞ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### Writing – Transcription: Handwriting

Pupils should be taught to:

- ☞ form lower-case letters of the correct size relative to one another
- ☞ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ☞ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- ☞ use spacing between words that reflects the size of the letters.

#### Writing – composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- ☞ writing narratives about personal experiences and those of others (real and fictional)
- ☞ writing about real events
- ☞ writing poetry
- ☞ writing for different purposes

- ☞ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- ☞ assessing the effectiveness of their own and others' writing and suggesting improvements
- ☞ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ☞ proof-read for spelling and punctuation errors
- ☞ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- ☞ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ☞ using the present perfect form of verbs in contrast to the past tense
- ☞ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ☞ using conjunctions, adverbs and prepositions to express time and cause
- ☞ using fronted adverbials
- ☞ learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- ☞ using commas after fronted adverbials
- ☞ indicating possession by using the possessive apostrophe with plural nouns
- ☞ using and punctuating direct speech
- ☞ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Years 5 and 6

#### Writing - Transcription: Spelling (see English Appendix 1)

Pupils should be taught to:

- ☞ use further prefixes and suffixes and understand the guidance for adding them
- ☞ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ☞ continue to distinguish between homophones and other words which are often confused
- ☞ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- ☞ use dictionaries to check the spelling and meaning of words
- ☞ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ☞ use a thesaurus.

#### Handwriting and presentation

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- ☞ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ☞ choosing the writing implement that is best suited for a task.

#### Writing – composition

consider what they are going to write before beginning by:

- 🗣️ planning or saying out loud what they are going to write about
- 🗣️ writing down ideas and/or key words, including new vocabulary
- 🗣️ encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- 🗣️ evaluating their writing with the teacher and other pupils
- 🗣️ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- 🗣️ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- 🗣️ read aloud what they have written with appropriate intonation to make the meaning clear.

### **Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- 🗣️ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- 🗣️ sentences with different forms: statement, question, exclamation, command
- 🗣️ expanded noun phrases to describe and specify [for example, the blue butterfly]
- 🗣️ the present and past tenses correctly and consistently including the progressive form
- 🗣️ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- 🗣️ the grammar for year 2 in English Appendix 2
- 🗣️ some features of written Standard English
- 🗣️ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Pupils should be taught to:

plan their writing by:

- 🗣️ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- 🗣️ noting and developing initial ideas, drawing on reading and research where necessary
- 🗣️ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- 🗣️ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- 🗣️ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 🗣️ précising longer passages
- 🗣️ using a wide range of devices to build cohesion within and across paragraphs
- 🗣️ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- 🗣️ assessing the effectiveness of their own and others' writing
- 🗣️ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- 🗣️ ensuring the consistent and correct use of tense throughout a piece of writing
- 🗣️ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- 🗣️ proof-read for spelling and punctuation errors
- 🗣️ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- 🗣️ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- 🗣️ using passive verbs to affect the presentation of information in a sentence
- 🗣️ using the perfect form of verbs to mark relationships of time and cause
- 🗣️ using expanded noun phrases to convey complicated information concisely
- 🗣️ using modal verbs or adverbs to indicate degrees of possibility
- 🗣️ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- 🗣️ learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- 🗣️ using commas to clarify meaning or avoid ambiguity in writing
- 🗣️ using hyphens to avoid ambiguity
- 🗣️ using brackets, dashes or commas to indicate parenthesis
- 🗣️ using semi-colons, colons or dashes to mark boundaries between independent clauses
- 🗣️ using a colon to introduce a list
- 🗣️ punctuating bullet points consistently

☺ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

#### **Intent:**

At St James' we strive to develop children's love of Language and Literacy and want all children to be confident, fluent and successful writers from the beginning of their time in primary school through to when they leave, and beyond. We believe writing is closely linked to the development of speaking and reading skills. We aim for every child to learn to use spoken language, draw on their reading and learning experiences to build a wide vocabulary and acquire a tool kit of essential writing skills, which can be refined and expanded as they progress throughout their time in school. This is fundamental to their development as writers, enabling them to write clearly, accurately and coherently, adapting their language and style for a range of contexts, audiences and purposes. We recognise the importance of taking a consistent whole school approach to the teaching of writing in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

#### **Implementation:**

At St James', we follow a carefully planned writing curriculum to ensure all children access and engage in high quality learning activities. Early writing skills begin with the development of gross motor skills, then access to fine motor skills activities and a range of writing implements. Indoor and outdoor provision offers opportunities to write and make marks for meaning and enjoyment.

Our approach to teaching writing recognises the invaluable close connection between speaking and reading. We use the Power of Reading programme to study high quality texts and involve the children in regular, engaging writing opportunities utilising different genres, appropriate to the expectations of the year group and the ability of the children, creating a more cohesive, purposeful learning experience. We also utilise Jane Considine's Unit Plans to inspire, motivate and develop our teaching of effective writing to give the best opportunity to produce high quality writing with a clear purpose, audience and desired outcome. Teachers frequently model the characteristics of different genres and the agreed writing skills and children have the opportunity to develop and apply these skills when working independently or as part of an adult-led focus group. Opportunities are then provided for children to make revisions and additions to improve their writing. In addition, teachers provide opportunities for writing in all other areas of the curriculum to ensure that children write for a real reason and purpose.

Through our phonics programme, Little Wandle Letters and Sounds Revised, children are taught to segment to spell words from Week 5 onwards in Reception, and they practice both reading and writing words containing their focus sound every lesson. Children in Year 2 also revise and consolidate our phonics programme in Term 1 in order to address gaps and embed segmenting skills for spelling. Spelling sessions are taught daily in Year 2 from Term 2.

Children in KS1 and 2 are taught grammar, punctuation and spelling concepts. What is covered, and when, usually stems from the context of the class text associated with the intended written outcome, or at a time when it is needed and appropriate, to help them write accurately. A typical lesson will include a spelling, punctuation or grammar element to introduce, embed or review GPS skills. Teachers may also deliver stand-alone GPS lessons to help address specific gaps in children's learning. Years 2-6 follow the No Nonsense Spelling Programme to develop their understanding of spelling rules and patterns, as well as approaches to learn and apply these. The Sir Linkalot Spelling app is accessed when required, to enrich spelling sessions. Children who are not making the expected progress with their spelling are supported with individual focussed interventions.

We believe that handwriting is a life-long skill and writing legibly and fluently is a fundamental element of written communication throughout our lives. Letter formation is taught on entry into Reception and handwriting is reinforced through to Year 6. Staff teach the importance of posture, seating, space, paper position and pencil/pen hold to set children up for handwriting, and how this is put into practice is adapted for each year group. We teach non-cursive letter formation in Reception and Year 1. We use the special formation phrases from Little Wandle Letters and Sounds Revised to help children make the link between the sound mnemonic and the letter. In Year 2, once letter formation is completely secure, we introduce children to the cursive style of writing, which they continue through to Year 6.

### Impact

As we believe that writing is an essential life skill, the impact of our curriculum goes beyond the result of statutory assessments. By the time children leave our school, they should see themselves as authors, who can write confidently, clearly, accurately and in an engaging manner for a range of contexts, audiences and purposes. Having developed their knowledge, skills and enthusiasm for writing, a Year 6 child will be ready to succeed in all areas of the curriculum in their future education and life endeavours beyond.

**Introduce**                      **Practise**                      **Develop**                      **Assess**                      **should all feature in the writing curriculum**

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Topic							
Autumn Terms 1 & 2	This is Me!	All Creatures Great and Small	Once Upon a Time	Stone Age to Iron Age	Romans (Volcanoes)	Walk Like an Egyptian	War and Peace
Spring Terms 3 & 4	Roar! Abracadabra	Heroes and Villains	Kings and Queens	Ancient Greeks	North to South (biomes) UK + Europe	Extreme Earth	Hola Mexico
Summer Terms 5 & 6	Land Ahoy (Pirates) / Old MacDonalld had a farm	Journey to Africa	What a Wonderful World (Rainforests)	Forces of Nature (Rivers; Water Cycle)	Raiders and Traders (Anglo Saxon + Scots)	Vikings and Anglo Saxons	Coasts / Residential
		The Fox and the Star (PoR)  The Snail and the Whale (PoR)  Dear Zoo  Traction Man is Here (PoR)  10 Things That I can do to Help My World (PoR)  When I am by myself (JC)  Grace and Family (PoR)  Anna Hibiscus (PoR)	The Jolly Postman  Rapunzel  Little Red Riding Hood  Little Red Reading Hood  When we were Young  Winnie the Pooh  Rabbit and Bear  The Hodgeheg  The Jolly Christmas Postman  Kings and Queens  The Cat and The King	What We'll Build (PoR)  Stone Age Boy (JC)  Poetry - Autumn is Here (Read); I was Born in the Stone Age  Skara Brae and Stonehenge (JC)  How the Stars Came to Be (PoR)  Greek Myths – Theseus and the Minotaur (JC); Pandora's Box  Twisted Tales: The True Story of the Three Little Pigs	Term 1 & 2  My Story Roman Invasion.  Tin forest (PoR)  The Journal of Illiona (JC)  Sicily Holiday Brochure (JC)  Newspaper report.  Pugs of the Frozen North (PoR)  Escape from Pompeii  Term 3 & 4 Pugs of the frozen North (PoR)	Flotsam  Secrets of a Sun King (READING VIPERS)  Hatshepsut Non-fiction Biography (JC)  The Dam (CLPE)  Dreadful Menace (LS+) (Poetry)  Shackleton (CLPE)  'The Present' Fiction (JC)  Bloom (TES)	Letters from the Lighthouse  Anne Frank's Diary  Rose Blanche  Kensuke's Kingdom  The Arrival (Shaun Tan)  Floodland  Alma (Literacy Shed)  Macbeth

	YR	Y1	Y2	Y3	Y4	Y5	Y6
			The Sandcastle Poems to Perform The magic Finger Leaf The Kapok Tree Out and About -poetry	Poetry – Goldilocks on CCTV Performance Poetry A River The Rhythm of the Rain (PoR NF)	Milo Imagines the world. Term 5 &6 The Tempest Beowulf	Arthur and the Golden Rope (CLPE/LS+) Anglo Saxon Battle (JC)	
<p><b>Writing genre</b> suggestions supported by the Programme of Study for English. Some suggestions are not exclusive to the year group given and may be repeated elsewhere – such as narrative poem, legend and so on.</p> <p>The STA define ‘narrative’ as ‘an account of connected events, real or imagined.’ Therefore, narrative writing includes a much broader range than story writing.</p>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount from personal experience</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Label and/or caption</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount from personal experience</li> <li>Short story retelling</li> <li>Simple letter to known person/character</li> <li>Free verse poem based on adult model</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Short piece for information e.g. about a pet</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount / report e.g. about an event</li> <li>Familiar story e.g. traditional tale with innovations</li> <li>Letter to known person/character</li> <li>Poem with strong scaffold, based on adult model</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Information piece in sections if appropriate e.g. about nocturnal animals</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story e.g. adventure</li> <li>Story in the style of another culture</li> <li>Letter with a purpose, based on shared model</li> <li>Poetry e.g. shape poem, scaffolded poem</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Instructions</li> <li>Persuasive advert</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount / report</li> <li>Retelling in the style of a myth / legend / another culture</li> <li>Letter to a local person / organisation</li> <li>Poetry in free verse as a means of expression</li> <li>Narrative poem which tells a story</li> <li>Diary entry from 1<sup>st</sup> person p.o.v.</li> <li>Playscript extract</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Guidance document</li> <li>Persuasive leaflet</li> </ul>	<p><i>Begin to write in formal ways</i></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story e.g. suspense / another culture</li> <li>Poetry in free verse as a means of expression</li> <li>Variety of poetry e.g. kenning, limerick</li> <li>Diary from 1<sup>st</sup> person p.o.v.</li> <li>Biography</li> <li>Playscript extract</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Explanation</li> <li>Instructions</li> <li>Persuasive leaflet</li> <li>Spoken and written argument</li> </ul>	<p><i>Write with a range of formality</i></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story e.g. flashback / time shift / one story inside another etc</li> <li>Narrative in the style of classic literature or other culture / tradition</li> <li>Informal and formal letter</li> <li>Wide range of poetry e.g. riddle / varied structure</li> <li>Diary with appropriate level of formality</li> <li>Biography</li> <li>Playscript extract</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>

							<ul style="list-style-type: none"> <li>• Explanation / guidance document</li> <li>• Instructions</li> <li>• Spoken and written argument e.g. for debate</li> </ul>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Handwriting</b></p> <p>Letter formation and understanding</p> <p>Nelson Handwriting Scheme</p>	<p>To use the Little Wandle formation guidance and phrases.</p> <p>To form recognisable lower case letters.</p> <p>To begin to form some capital letters.</p> <p>To use capital 'I' for personal pronoun.</p>	<p>To continue to use Little Wandle formation guidance and phrases.</p> <p>To form lower case letters correctly and confidently, starting and finishing in the correct place.</p> <p>To form capital letters correctly and confidently, starting and finishing in the correct place.</p> <p>To practise letters belonging to 'families' which are formed in similar ways.</p> <p>To form digits 0-9 correctly</p>	<p>To form, orientate and size lower case letters correctly relative to one another.</p> <p>To write capital letters of the correct size, orientation and relationship to other letters</p> <p>To write digits the correct size, orientation and relationship e.g. <i>50p</i>.</p>	<p>To form lower case letters distinct from capital letters.</p>	<p>To check and correct any errors in letter formation</p>	<p>(practise as required)</p>	<p>(practise as required)</p>
<p><b>Handwriting</b></p> <p>Behaviours/ handwriting style</p> <p>Nelson Handwriting Scheme</p>	<p>To sit correctly on a chair at a table.</p> <p>To hold a pencil correctly and practise pencil grip (tripod).</p> <p>To begin to use finger spaces between words.</p>	<p>To use finger spaces between words</p> <p>To hold a pencil comfortably and correctly (tripod grip)</p> <p>To write using print letters – focusing on accurate formation of individual letters.</p>	<p>To use spaces between words that reflect the size of the letters</p> <p>To hold a pencil accurately and maintain grip throughout extended writing.</p> <p>To position words accurately –</p>	<p>To develop a cursive style, joining lower case letters using school's chosen style</p> <p>To maintain even-sized lettering throughout work.</p> <p>To form descenders and ascenders</p>	<p>To size and space letters sufficiently so that descenders and ascenders do not touch</p> <p>To build stamina and fluency using a cursive style for all pieces of writing</p> <p>To use a handwriting pen.</p>	<p>To develop a fluent and legible style</p> <p>To begin to adapt handwriting style to suit purpose e.g. larger/bold style for effect.</p> <p>To confidently write in a legible, fluent, cursive style.</p>	<p>To choose the implement and writing style best suited for the task</p> <p>To write legibly and fluently with increasing speed</p> <p>To choose handwriting style to suit purpose of writing.</p>

			acknowledging when to move to a new line.  Greater depth standard – (when letter formation and orientation is secure) to use diagonal and horizontal lines to join some lower case letters.	appropriately and parallel to each other  To begin to use a handwriting pen, when appropriate.		To present written work neatly and accurately.  To use a handwriting pen.	To use a handwriting pen.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Phonics & Spelling  Phonics: Little Wandle Letters and Sounds Revised  Spelling: No Nonsense Spelling	See Little Wandle Letters and Sounds Revised Year R Progression + Keep Up where required  To know the Year R tricky words as set out in the Little Wandle progression.  To apply phonic sounds in own writing.	See Little Wandle Letters and Sounds Revised Year 1 Progression + Keep up where required  To use increasing skill in attempting phonically plausible spellings in writing tasks (applying LW Grow the Code variations).  To spell the Year 1 tricky words as set out in the Little Wandle progression.	To embed segmenting skills for spelling (Teachers use Little Wandle Letters and Sounds Revised Summer 2 in Term 1 + Keep Up if required),  See Year 2 NN Spelling planning and NC Spelling Appendix.  To continue to write words using phonically plausible spellings, so that the reader can decipher almost all of their written expressions.  To spell a wide range of high frequency words and the Year 2 common exception words which are not phonically decodable.	Little Wandle Letters and Sounds Revised Keep Up if required  See Year 3 NN planning and the NC programme of study, particularly the Spelling Appendix and statutory word list.  To spell some of the Year 3-4 exception words.  To use further prefixes and suffixes, and understand how to add them to words.  To learn some words which are often misspelt.  To learn how to use the first two or three letters of a word to check its spelling in a dictionary.  To develop their early proofreading skills in	Little Wandle Letters and Sounds Revised Keep Up if required  See Year 4 NN Spelling planning and the NC programmes of study, particularly the Spelling Appendix and statutory word list.  To spell increasingly challenging words, including the full statutory word list for Y3-4.  To develop a range of strategies for learning irregular words.  To proofread their spellings after writing.  To confidently look up words in a dictionary by looking at the first two or three letters.	Little Wandle Letters and Sounds Revised Keep Up if required  See the NN Spelling planning and the NC programmes of study, particularly the Spelling Appendix and statutory word list.  To confidently check spellings in a dictionary using the first three or four letters.  To use a dictionary to support learning word roots, derivations and spelling patterns.  To consolidate their proofreading skills in order to correct some of their own errors, particularly of words they have learned.	Little Wandle Letters and Sounds Revised Keep Up if required  See the NN Spelling planning and the NC programmes of study, particularly the Spelling Appendix and statutory word list.  To learn many spellings through study of the word's morphology (word structure) and etymology (word derivation).  To use their skills to tackle unfamiliar and challenging words  To competently use a dictionary to look up information about words.  To be increasingly proficient at identifying and editing their own



				order to correct some of their own errors.			relevant spelling errors.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Grammar / Terminology	See each year group's Grammar planning						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Sentence Building: Punctuation	<p>To use a capital letter for own name</p> <p>To begin to understand sentence punctuation, as modelled by adult.</p>	<p>To use a capital letter for some proper nouns.</p> <p>To begin to punctuate sentences with a capital letter at the start.</p> <p>To use a full stop at the end of most sentences.</p> <p>To begin to use a question mark or exclamation mark.</p>	<p>To use a capital letter and end punctuation (full stop, question mark or exclamation mark) in all sentences.</p> <p>To use commas in lists.</p> <p>To use an apostrophe for singular possession and contractions</p>	<p>To demarcate most sentences correctly</p> <p>To begin to use commas between clauses</p> <p>To begin to use inverted commas for dialogue</p> <p>To use an apostrophe for regular plurals</p>	<p>To demarcate all sentences correctly.</p> <p>To use commas between clauses</p> <p>To use commas after fronted adverbials</p> <p>To begin to use a colon to introduce a long list</p> <p>To accurately use inverted commas for dialogue</p> <p>To use an apostrophe for regular and irregular plurals</p>	<p>To use punctuation associated with parenthesis, e.g. pair of commas / pair of dashes / brackets</p> <p>To use all internal punctuation within dialogue</p> <p>To begin to use alternative punctuation to separate two main clauses e.g. semi-colon / colon</p>	<p>To use a range of punctuation to demarcate parenthesis</p> <p>To independently use commas to separate clauses and avoid ambiguity</p> <p>To use semi-colons and colons to separate clauses</p> <p>To independently use all punctuation associated with dialogue</p> <p>To use single inverted commas to cite a quotation</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Text building	<p>To write a label to name something</p> <p>To write an instruction e.g. on a label in the class role play area</p> <p>To write a simple caption e.g. to go with a picture or photograph</p>	<p>To say out loud what they are going to write about.</p> <p>To compose sentences orally.</p> <p>To recall oral sentences and write them from memory (dictated or own).</p>	<p>To gather ideas for own writing by recording key words or ideas.</p> <p>To sequence sentences and ideas to form a simple, coherent narrative (oral and written) which makes sense</p>	<p>With support, begin to organise writing using paragraphs, as a way to group related material</p> <p>To create settings, characters and plot in own story writing, using a shared text to gather ideas</p>	<p>To begin to organise paragraphs around a theme.</p> <p>To create settings, characters and plot when writing stories, sometimes innovating with own ideas</p> <p>To use headings and sub-headings in non-narrative writing</p>	<p>To begin to consider the organisation of information from beginning to end, using meaningful paragraphs</p> <p>To select from a range of conjunctions and adverbials, to achieve fluency and cohesion through writing</p>	<p>To organise information from beginning to end, using meaningful paragraphs</p> <p>To link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical</p>

	<p>To use sentences orally to recount an experience or event.</p> <p>To write a sentence about an experience</p> <p>To begin to join a few ideas together e.g. two or three phrases/ sentences</p>	<p>To sequence ideas to recount a real experience</p> <p>To sequence ideas to form a short and simple narrative (oral and written) based on a known story.</p> <p>To show an understanding of the purpose of the task, relating content to that purpose (oral and written).</p> <p>To use the adult's model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by a given context (such as fireworks/autumn)</p>	<p>To sequence events in a simple story, sometimes adding own ideas to a familiar tale</p> <p>To sequence ideas correctly using time connectives for clarity.</p> <p>To sequence instructions in the right order, using some conjunctions for clarity</p> <p>To write to the purpose of the task throughout, choosing content appropriately</p> <p>With guidance, to write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections</p> <p>To use a scaffold to write poems in different ways, using other poems as models</p>	<p>To begin to use headings and sub-headings in non-narrative writing</p> <p>To sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>To begin to use fronted adverbials to vary sentence openings</p> <p>To maintain the correct tense to achieve cohesion through pieces of writing</p> <p>To begin to recognise and use some features of chosen genres</p> <p>Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold</p>	<p>To use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</p> <p>To use fronted adverbials independently to open some sentences</p> <p>To choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p> <p>To maintain the correct tense to achieve cohesion, sometimes managing change of tense when required</p> <p>To know and use some features of chosen genres</p> <p>Write poems in different forms e.g. haiku / list / free verse / narrative poetry</p>	<p>To link ideas across paragraphs using adverbials of time or place or tense choices</p> <p>To maintain cohesion through judicious vocabulary choices, according to the content and purpose of their writing</p> <p>With adult model, begin to write a précis of longer passages</p> <p>To use organisational devices to structure non-narrative texts e.g. headings/underlining/ bullet points</p> <p>To sustain and adjust tense accurately through pieces of writing</p> <p>To know and use the features of a range of genres</p> <p>To sometimes independently, write poetry in different forms using models to guide and inspire</p>	<p>connections e.g. use of adverbials and ellipsis.</p> <p>To write a summary of longer passages.</p> <p>To select appropriate organisational devices to structure a range of non-narrative texts</p> <p>To maintain the correct tense through the piece</p> <p>Confidently use the features of a wide range of genres across narrative and non-narrative forms</p> <p>To write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Authorial effect	To communicate with the reader in simple ways:	Communicate with the reader in meaningful ways:	Communicate coherently with the reader:  To write for different purposes e.g. real	Communicate coherently and effectively with the reader:	Communicate coherently and effectively with the reader:	Communicate coherently and effectively with increased confidence, independence and audience awareness:	Communicate coherently and effectively with increased confidence, independence and audience awareness:

<p>To tell the reader orally something about themselves</p> <p>To orally talk about a real event</p> <p>To use information with a label or caption</p> <p>To write their name on their work</p> <p>To write simple expressions and orally explain what they say</p> <p>To use some of the vocabulary they know to support the context of their writing</p>	<p>To plan out loud what they are going to write about</p> <p>To use the adult's model to write simply to the task</p> <p>To sometimes use an exclamation mark e.g. to amuse, interest or scare the reader</p> <p>To sometimes provide more detail about a noun by describing it</p> <p>To use a title to inform</p> <p>With adult support, to read aloud what they have written to check it makes sense</p> <p>To discuss what they have written with others.</p> <p>To use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs</p> <p>To play with words in simple poems e.g. <i>Pop Bang Whizz!</i> <i>The rocket goes</i></p>	<p>events, personal experiences, stories, poems</p> <p>To talk about who the audience will be</p> <p>To write an account of connected events, real or imagined</p> <p>To choose vocabulary appropriate to the purpose of the task</p> <p>To use some vocabulary to enhance their writing for the reader, including in non-rhyming poems</p> <p>To use expanded noun phrases to add details for the reader</p> <p>To use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks</p> <p>To sometimes use subheadings to organise information</p> <p>To read their own writing to check it makes sense</p> <p>To begin to make improvements.</p> <p>To read the writing of others and evaluate it</p>	<p>To recognise the purpose of the writing and who the audience will be</p> <p>To plan and discuss what they are going to write about, and record ideas</p> <p>To orally compose and rehearse sentences to check for meaning and effect</p> <p>To use vocabulary which has an effect on the reader e.g. to frighten or surprise them</p> <p>To play with words in different kinds of poems and talk about preferences</p> <p>To draw on vocabulary and phrasing of books read aloud or independently</p> <p>To discuss and assess with others, the effectiveness of their own writing for the audience</p> <p>To consider the sound of varied sentences to interest the reader</p> <p>To edit and improve their own writing with peer support</p>	<p>To read and discuss similar texts to consider the effect on the reader</p> <p>To orally rehearse dialogue for effect - what does it tell the reader?</p> <p>To use vocabulary to create mood and atmosphere e.g. of settings or feelings</p> <p>To use new and less familiar vocabulary to add further detail and interest</p> <p>To experiment with words and their placement, including in poetry, discussing the effect of making changes</p> <p>To experience and discuss formality within texts, and how it contrasts with informality</p> <p>To assess the effectiveness of their own and others' writing, and suggest/make improvements</p>	<p>To identify audience / different possible audiences</p> <p>To identify purpose and how the pupil intends to affect that audience</p> <p>To plan writing, noting and developing initial ideas</p> <p>To draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p> <p>To begin to write in formal ways</p> <p>To describe e.g. settings, character, atmosphere, using well-chosen vocabulary</p> <p>To experiment with and discuss vocabulary and effect when writing poetry</p> <p>To integrate dialogue to convey character and advance the action</p> <p>To structure the text to guide the reader</p> <p>To begin to proof-read for clarity of meaning and effect</p>	<p>To independently identify purpose and potential audience/s, and the intended effect of their writing upon them</p> <p>To draw on reading and research to select context and vocabulary</p> <p>To plan writing, noting and developing ideas, either independently or through peer discussion</p> <p>To draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p> <p>To read work aloud to check its intended effect</p> <p>To use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>To explore the effect of their poetry on the reader</p> <p>To use further organisational devices to guide the reader e.g. in non-narrative writing</p>
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			To read aloud what they have written, with appropriate intonation to make the meaning clear				To proof-read for clarity of meaning and effect
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