

### Phonics - Later linked to Spelling:

- Read individual letters saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Spell words by identifying learnt sounds and using the letter/s to write them.



### Punctuation

- Understand that capital letters and lower case letters are different.
- Begin to use capital letters for names.
- Begin to finish sentences with full stops.



### Fine Motor - Later linked to handwriting

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.
- Start to write on the line.
- Understand the difference between ascenders and descenders
- Begin to form lower and upper case letters correctly.



### Sentence Structure

- Write simple phrases and sentences that can be read by others.
- Begin to re-read what they have written to check that it makes sense.
- Write simple phrases and sentences that can be read by others.
- Use finger spaces between words



### Composition

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



EYFS - Writing

## EYFS

Term	1	2	3	4	5	6
	Fiction/Non-fiction	Fiction	Fiction	Fiction	Fiction/Non-Fiction	Fiction/Non-fiction
Text	N/A	Drawing Club - We're Going on a Bear Hunt, King Louie's Shoes, The Christmas Pine	Drawing Club - The Very Hungry Caterpillar	Drawing Club - Mog and the V.E.T	Drawing Club - The Enormous Turnip	Drawing Club - Hundred Decker Bus
Focus	Joining in chorally Base line assessments Letter formation	Letter formation CVC words	2 words together e.g. the dog Finger spaces	2 words together e.g. the dog Finger spaces	Introduce capital letters.	Construct 1 sentence. Naming part, action part.
Handwriting <i>Taught Daily</i>	Gross motor skills Finger gym Posture for sitting Pencil grip/control 9 Pre-writing shapes  Introduce letter formation and rhymes during phonic lessons.		Long ladder letters:l,i,t,u,j,y Curly caterpillar letters: c,a,d, o,s,g,q,e,f One-armed robot letters: r,b,n, h,m,k,p Zig-zag monster letters:z,v,w,x  Writing on the line		Long ladder letters:l,i,t,u,j,y Curly caterpillar letters: c,a,d, o,s,g,q,e,f One-armed robot letters: r,b,n, h,m,k,p Zig-zag monster letters:z,v,w,x  Size of letters Ascenders and descenders positioning	
SPAG	Letter formation	Letter formation	Finger spaces	Writing on the line	Capital letters and lower case letters are different	Full stops Naming part, action part



## Spelling

I can name the letters of the alphabet in order.  
I can spell words containing the 40+ phonemes already taught.  
I can spell the year one common exception words.  
I can spell the days of the week.  
I can use the prefix un-.  
I can use suffixes -s, -es, -ing, -ed, -er, -est.



## Grammar and Punctuation

I can separate words using finger spaces.  
I can begin to use capital letters to start a sentence.  
I can begin to use a full stop to end a sentence.  
I can begin to use exclamation marks and question marks.  
I can use capital letters for names of people, places, the days of the week and the personal pronoun I.  
I can understand the terminology set out in the English Appendix 2.



## Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.  
I can form lower case letters in the correct direction starting and finishing in the right place.  
I understand which letters belong to which handwriting family.  
I can form capital letters.  
I can form numbers 0-9.  
I can begin to use pre cursive writing.



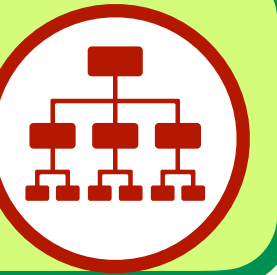
## Sentence Structure

I can write simple sentences dictated by the teacher.  
I can join words and clauses using and.



## Text Structure

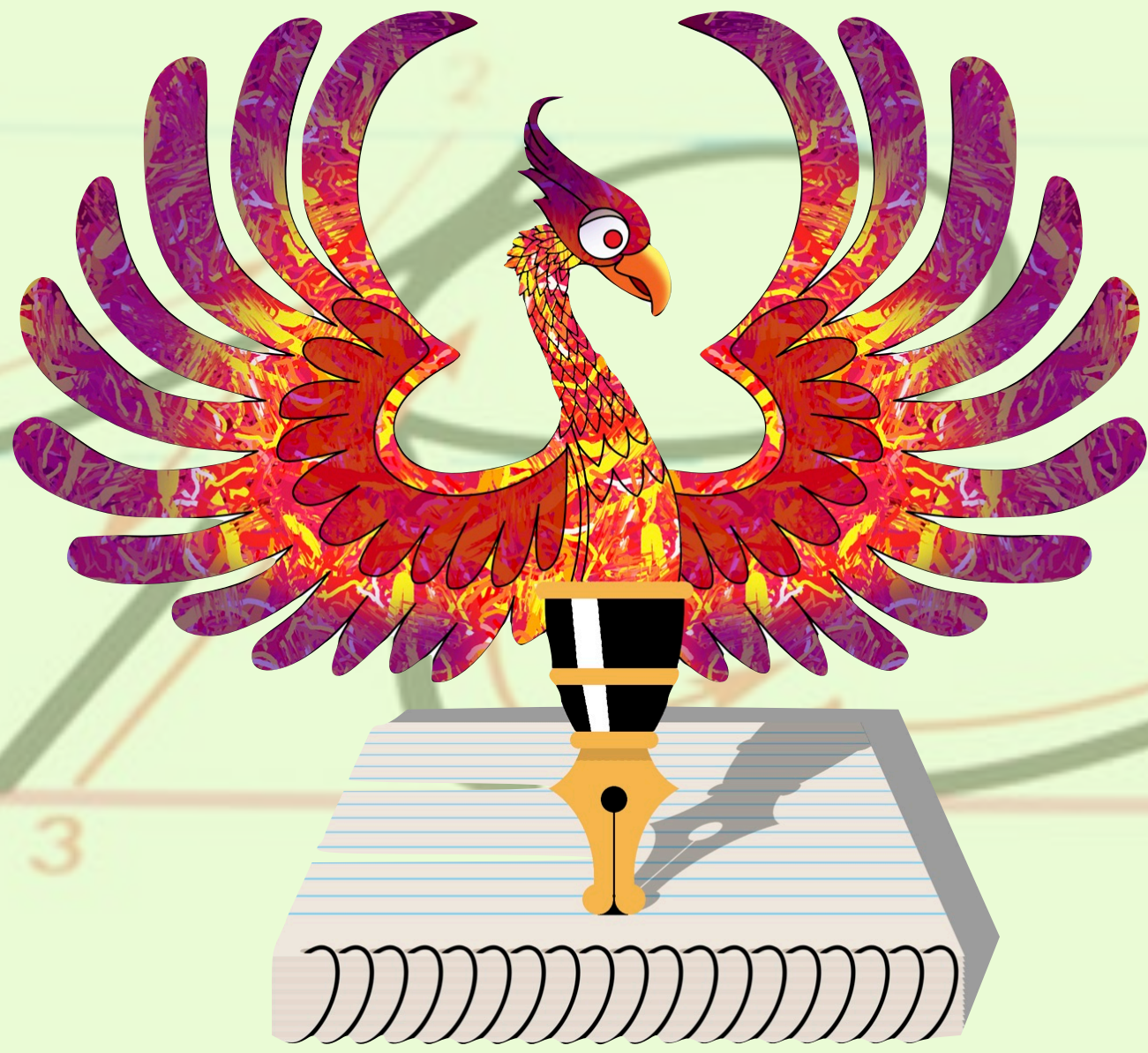
I can sequence sentences to form a narrative.



# Y1 - Writing

## Composition

I can say out loud what I am going to write about.  
I can compose a sentence orally before writing it.  
I can re-read what I have written to check that it makes sense.  
I can discuss what I have written with a teacher or other pupils.  
I can read aloud my writing clearly so that I can be heard by my peers and teachers.



## Year 1

Term	1	2	3	4	5	6
	Fiction	Fiction	Fiction	Fiction/Non fiction	Fiction	Fiction
Text	The Enormous Turnip Shark in the Park	That's Not My... series The Jolly Postman	Pip and Posy The Snowy Day	The Little Red Hen The Giant Jam Sandwich	Bob the Bear Lost and Found	The Train Ride The One Hundred Decker Bus
Focus	Letter formation Construct 1 sentence	Writing 2-3 linked sentences Spellings, digraphs, high frequency words	Writing 3-4 linked sentences	Punctuation (? and !) 'and' as conjunction	Short narrative (4-5 linked sentences) Prefixes and suffixes	Short narrative (4-5 linked sentences) Independent composition
Handwriting (Taught daily)	Introduction of handwriting families. Capitalisation of letters.		Focus on ascenders and descenders. Letters spaced and sized appropriately.		Introduction to pre-cursive 'rock in, roll out' handwriting style.	
SPAG	Letter formation Noun phrase, verb phrase Capital letters Full stops Set 1 digraphs Y1 common exception words	Letter formation Noun phrase, verb phrase Capital letters Full stops Set 2 digraphs Y1 common exception words	Letter formation Noun phrase, verb phrase Capital letters Full stops Set 2 digraphs Y1 common exception words	Question mark Exclamation mark 'and' as conjunction Set 3 digraphs Y1 common exception words	Prefixes Suffixes Y1 common exception words/spelling patterns	Coherent narrative Y1 common exception words/spelling patterns

## Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings including a few common homophones.
- I can spell year two common exception words.
- I can spell appropriate words with contracted forms.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can distinguish between homophones and near homophones.



## Grammar and Punctuation

- I can correctly use question marks and exclamation marks.
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing.
- I can use apostrophes to show the possessive which is singular possession in nouns.



## Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters of the correct size relative to one another.
- Continue using some of the diagonal and horizontal strokes needed to join letters.
- I can show that I know which letters are left best unjoined.
- I use capital letters of the correct size, direction and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.



## Sentence Structure

- I can write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far.
- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can use different forms of sentences including a statement, question, exclamation and command.



## Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes.
- I can write about real events.
- I can write poetry.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can re-read my writing to check it makes sense.
- I can proofread to check for errors in spelling, grammar and punctuation.

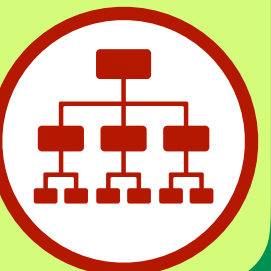


# Y2 - Writing



## Text Structure

- I can consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.



## Year 2

Term	1		2		3		4		5		6	
	Fiction	Poetry	Fiction	Non-Fiction	Fiction		Non-Fiction	Poetry	Non-Fiction		Fiction	Non-Fiction
Text	Jack and the Beanstalk	Texts from National Poetry Week	The Papaya that Spoke	Buy a Talking Papaya!	Kassim and the Greedy Dragon		All About Dragons	The Sound Collector	How to Trick a Giant		The Magic Brush	A Day in the Life of Chang
Story Pattern	Portal	Poetry	Journey	Persuasion	Warning		Information	Poetry	Instructions		Finding Tale	Diary (recount)
Focus	Setting		Character and dialogue		Suspense						Openings and endings	
Handwriting	Assessment of letter joins from previous year to inform focus group. Curly caterpillars, long ladders, zigzag letters (individual practise through Letter-Join resources)				Introduction to looping join and diagonal join. Introduction to horizontal join from 'r' to ascender. Practice diagonal join to anticlockwise letter: ea/ear.				Practise trickier joins: 'qu', 'rr', 'ss', 'ff', 'gg'			
SPAG	Coordinating conjunction 'and' Nouns, adjectives, verbs Bar model (noun phrase, verb phrase) Expanded noun phrase Suffixes Present tense Recap Y1 common exception words		Coordinating conjunction 'but' Suffixes Past tense Statements Commands Questions/question mark Y2 common exception words/Y2 spelling patterns		Exclamation mark Coordinating conjunction 'so' and 'or' Suffixes Adverbs Y2 common exception words/Y2 spelling patterns		Headings and subheadings Subordinating conjunction 'because' and 'when' Commas for lists Suffixes Y2 common exception words/Y2 spelling patterns		Apostrophe for contractions Commands Commas for lists Suffixes Y2 common exception words/Y2 spelling patterns		Apostrophe for possession Exclamation sentences Past tense Adverbs of time Y2 common exception words/Y2 spelling patterns	

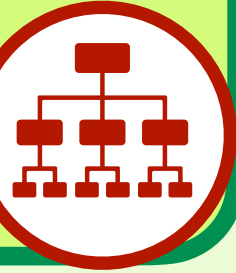
## Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.  
I can compose sentences using a wider range of structures.  
I can write a narrative with a clear structure, setting, characters and plot.  
I can write non-narrative using simple organisational devices such as headings and sub-headings.  
I can suggest improvements to my own writing and that of others.  
I can make improvements to grammar, vocabulary and punctuation including the accurate use of pronouns in sentences.  
I can proof-read to check for errors in spelling and punctuation.



## Text Structure

I can use a wider range of conjunctions including when, if, because and although.  
I am starting to use paragraphs that are organised around a theme.  
I can use headings and sub-headings.  
I can use the present perfect form of the verbs instead of the simple past.  
I can vary nouns and pronouns to avoid repetition and aid cohesion.



# Y3 - Writing



## Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.  
I can recognise and spell further homophones.  
I can use the first two or three letters of a word to check its spelling in a dictionary.  
I can spell words correctly which are in a family.  
I can begin to spell some of the year 3/4 common exception words.



## Sentence Structure

I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.  
I can express time, place and cause by using conjunctions, adverbs and prepositions.



## Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.  
I understand which letters should be left unjoined.  
I can improve the legibility of my writing.  
I can make sure my words and letters are spaced out sufficiently.



## Grammar and Punctuation

I can begin to use inverted commas to punctuate direct speech.  
I can use an apostrophe accurately in words with regular and irregular plurals.  
I use a range of sentences with more than one clause by using a range of conjunctions.  
I can use the perfect form of verbs to mark the relationship of time and cause.  
I know when to use a and an.





# Y4 - Writing

## Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters.  
I understand which letters should be left unjoined.  
My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.



## Spelling

I can spell words with prefixes and suffixes and can add them to root words.  
I can recognise and spell homophones.  
I can use the first two or three letters of a word to check a spelling in a dictionary.  
I can spell the commonly mis-spelt words from the Y3/4 word list.



## Composition

I can plan my writing by discussing models of writing, noting its structure, grammatical features and use of vocabulary.  
I can compose sentences using a range of sentence structures.  
I can orally rehearse a sentence or a sequence of sentences.  
I can write a narrative with a clear structure setting and plot.  
I can improve my writing by changing grammar and vocabulary to improve consistency.  
I can use a range of sentences which have more than one clause.  
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.



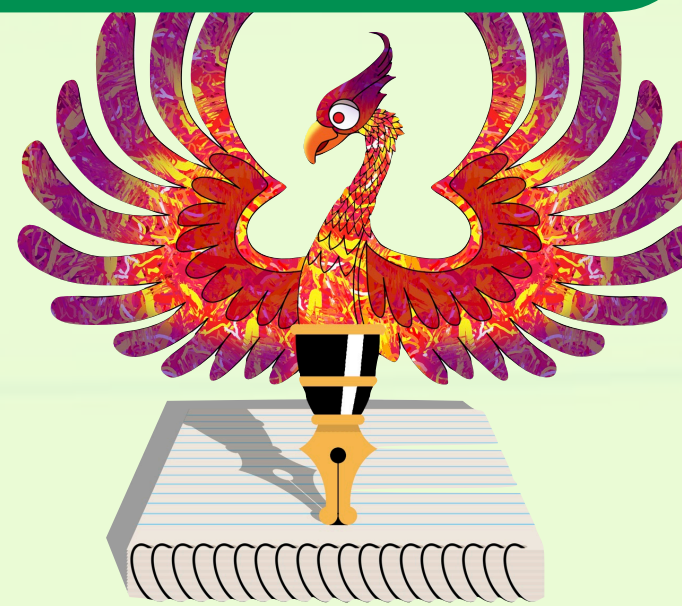
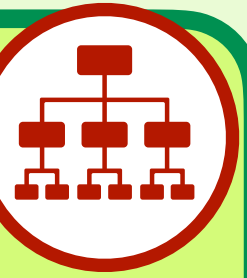
## Sentence Structure

I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.  
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.  
I can use fronted adverbials.  
I can use a range of sentences which have more than one clause.  
I can express time, place and cause by using conjunctions, adverbs and prepositions.



## Text Structure

I can write in paragraphs around a theme.  
I make an appropriate choice of pronoun and noun within and across sentences.  
In non-narrative I can use simple organisational devices such as headings and sub-headings.



## Punctuation

I can use inverted commas and other punctuation to indicate direct speech.  
I can use apostrophes to mark plural possession.  
I can use commas after fronted adverbials.  
I can use an apostrophe accurately in words with regular and irregular plurals.  
I can use direct speech in my writing and punctuate it correctly.





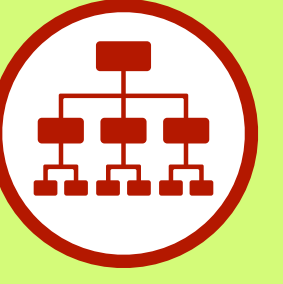
### Handwriting

I can choose the style of handwriting to use when given a choice.  
I can choose the handwriting that is best suited to a specific task.



### Text Structure

I can build cohesion between paragraphs.  
I can use adverbials to link paragraphs.



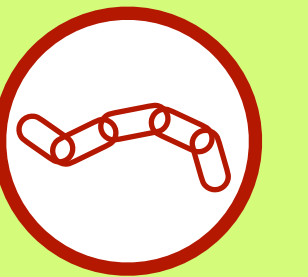
### Spelling

I can form verbs with prefixes.  
I can convert nouns or adjectives into verbs by adding a suffix.  
I understand the rules for adding prefixes and suffixes.  
I can spell words with silent letters.  
I can distinguish between homophones and other words which are often confused.



### Sentence Structure

I can use relative clauses.  
I can use adverbs or modal verbs to indicate a degree of possibility.



### Punctuation

I can use brackets, dashes and commas to indicate parenthesis.  
I can use commas to clarify meaning or avoid ambiguity.



## Y5 - Writing

### Composition

I can discuss the audience and purpose of the writing.  
I can start sentences in different ways.  
I can use the correct features and sentence structure matched to the the text type that we are working on.  
I can develop characters through action and dialogue.  
I can establish a viewpoint as the writer through commenting on characters and events.  
I can use grammar and vocabulary to create effects in writing.  
I can add well chosen detail to interest the reader.  
I can summarise a paragraph.  
I can organise my writing into paragraphs to show different information or events.





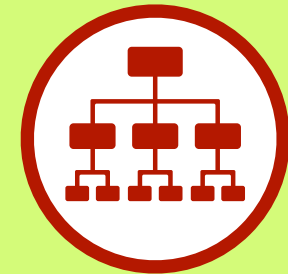
## Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Year 5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use a dictionary or a thesaurus.
- I can use a range of spelling strategies.



## Text Structure

- I can use a variety of organisational and presentational devices correct to the text type,
- I write in paragraphs which can clearly signal a change in subject, time, place or event.



## Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and textures and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use characters, dialogue and action to advance events in narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text conveying key information in writing.



## Punctuation

- I can use the semi-colon, colon and dash.
- I can use a hyphen to avoid ambiguity.
- I can use the colon to introduce a list and semi-colon within lists.



## Sentence Structure

- I can use the passive voice.
- I vary sentence structures depending whether it is formal or informal.



## Y6 - Writing



