

# Writing Progression Overview

## **Intent**

At Brabourne CEP School, we want our pupils to become competent, confident, creative and independent in their use of language. To achieve this, we make links to other areas of learning, e.g. phonics, reading, spelling, grammar, vocabulary and handwriting. We intend for our pupils to form, articulate and communicate ideas, and then organise them coherently for the reader. Through showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar across curriculum subjects, we want our pupils to apply these skills to become life-long writers.

At Brabourne CEP School, we believe that writing is a key skill for life both inside and out of education and that is why it features throughout all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school. Teaching children to write for a range of purposes and audiences can be very exciting, especially here at Brabourne where we provide children with a range of engaging hooks to capture their imagination. We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Oracy is prioritised in our writing curriculum in order to build vocabulary and structures for all learners and increase understanding of texts used across our curriculum. Discussion, questioning and studying reading texts all support understanding of language and prepare our children with the tools they need in order to be successful in their writing. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

We have developed a curriculum that gives pupils real reasons to write, whether to retell, re-imagine, explain, persuade, inform or instruct. As with reading, writing is not an isolated and stand-alone area of learning. Skills learnt within writing, are applied to all areas of the curriculum. We want our pupils to be enabled to become writers in all future areas of their lives.

## **Implementation**

With the implementation of a cohesive long-term planning document for writing, covering genres across curriculum subjects, by the end of key stage 2 children have developed a writer's craft and can manipulate language, grammar and punctuation to create effect. Children receive daily English lessons are exposed to age-related expectations for writing based around a range of quality texts. Writing and reading are closely linked and we ensure that reading is at the core of our English curriculum, in order to build on their knowledge of different genres of writing and develop their vocabulary. Teachers at Brabourne demonstrate high quality modelling within each English lesson and encourage children to include key vocabulary (linked to their Topic), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level. Whole class brainstorming, modelling and sharing of rich vocabulary and structures helps scaffold learning in writing.

Here at Brabourne CEP School, our intention is to develop writing as a transferrable skill across all subjects taught in the curriculum. We therefore immerse children in a termly History/Geography themed topic and encourage cross-curricular links. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work. We expect the high standards for writing in English lessons to be evident within the work in all books. Termly Curriculum Writes takes place to ensure that writing is prioritised in subjects across the curriculum.

We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers leave next steps in books and verbally when feeding back to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond or engage verbally with this. We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes. Children who are identified as not achieving age-related outcomes and/or those on the SEN register may be assessed against the outcomes for the year group below. Daily interventions/support may be put in place in order to accelerate writing skills in this case. The nature of the intervention will be decided by the teacher and the SENDCO. Support in class may include small group work with an adult during lessons to model key skills, scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing.

### Handwriting

Letter formation is taught from the moment that children join us in reception. It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Brabourne CEP School, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop legible letter formation. From KS1, the school adopts a cursive handwriting style. A high standard of joined, cursive handwriting is then modelled from Year 2 and children are encouraged to imitate this. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced. Children are encouraged to take pride in their work and presentation and final pieces. In Key Stage 2 pupils draft their work and copy up final pieces in their Curriculum Writing books.

### English Grammar, Punctuation and Spelling

EGPS is taught regularly across year groups in line with National Curriculum expectations. Spelling and grammar lessons are timetabled and monitored. The school has EGPS and Spelling progression documents which detail which aspects of grammar and spelling should be taught each term and in which sequence. The school supplements spelling lessons with the resource 'Sir Linkalot' to teach mnemonics for spelling. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Children are also taught to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

### **Impact**

The impact of our curriculum is evident in pupil participation in English lessons and in their books. As all aspects of English are an integral part of the wider curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects. Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive feedback strategies. Children are tested regularly on spelling, grammar and punctuation knowledge and this data is used to inform next steps for writing. In addition to this, children also complete Big Write assessments each term. Moderation of writing takes place throughout the year as staff, within the CARE group and also with the wider Ashford schools. Progress is reported to parents three times a year. Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, looking at data and regular learning walks. The findings of this monitoring are used to inform next steps for the children and the implementation of writing across the school as a whole.

On the following pages is the whole school writing progression grid that covers all the different aspects of writing from Reception to Year 6.

Writing: Transcription Spelling**	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months  Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write words that are spelt correctly or are phonetically plausible.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell unknown words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -ible and -ibly (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

		<p>'ck' and exceptions;</p> <ul style="list-style-type: none"> <li>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'ch' and exceptions;</li> <li>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</li> </ul>	<ul style="list-style-type: none"> <li>the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including</li> </ul>	<p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>(e.g. science, scene, discipline, fascinate, crescent).</p>		
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		<p>- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p> <p>- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</p> <p>- 'ar' (e.g. car, park);</p> <p>- 'ee' (e.g. green, week);</p> <p>- 'ea' (e.g. sea, dream);</p> <p>- 'ea' (e.g. meant, bread);</p> <p>- 'er' stressed sound (e.g. her, person);</p> <p>- 'er' unstressed schwa sound (e.g. better, under);</p> <p>- 'ir' (e.g. girl, first, third);</p> <p>- 'ur' (e.g. turn, church);</p> <p>- 'oo' (e.g. food, soon);</p> <p>- 'oo' (e.g. book, good);</p> <p>- 'oa' (e.g. road, coach);</p> <p>- 'oe' (e.g. toe, goes);</p> <p>- 'ou' (e.g. loud, sound);</p> <p>- 'ow' (e.g. brown, down);</p> <p>- 'ow' (e.g. own, show);</p> <p>- 'ue' (e.g. true, rescue, Tuesday);</p> <p>- 'ew' (e.g. new, threw);</p>	<p>exceptions);</p> <ul style="list-style-type: none"> <li>• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>• the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>• the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>• the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>• the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>• the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li> <li>• the /ʒ/ sound spelt 's' (e.g. television, usual).</li> </ul>				
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		<ul style="list-style-type: none"> <li>- 'ie' (e.g. lie, dried);</li> <li>- 'ie' (e.g. chief, field);</li> <li>- 'igh' (e.g. bright, right);</li> <li>- 'or' (e.g. short, morning);</li> <li>- 'ore' (e.g. before, shore);</li> <li>- 'aw' (e.g. yawn, crawl);</li> <li>- 'au' (e.g. author, haunt);</li> <li>- 'air' (e.g. hair, chair);</li> <li>- 'ear' (e.g. beard, near, year);</li> <li>- 'ear' (e.g. bear, pear, wear);</li> <li>- 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>					
Common Exception Words	To write some irregular common words.	To spell all Y1 tricky/common exception words correctly.*  To spell days of the week	To spell most Y1 and Y2 tricky/common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further Spelling Conventions	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>To write, from memory, sentences dictated by the teacher</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p> <p>To write, from memory, sentences dictated by the teacher</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationary.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>	

Writing: Transcription Handwriting	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months <i>Early Learning Goals</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>Write single letters or groups of letters that represent meaning.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To form capital letters, question marks and exclamation marks, increasingly without reminder.</p> <p>To begin to use spacing between words that reflects the size of the letters.</p> <p>To start to form lower case letters of the correct size, relative to one another.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. 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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>

	<p>To write their name, some letter formations may be incorrect and there may be a mixture of lower/uppercase.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>						
Joining Letters				To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

composition	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months  Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing:							
Planning, Writing and Editing	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it and repeat before writing.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use and apply what has been learnt through sentence and word work.</p> <p>To use adjectives to describe.</p>	<p>To have a positive attitude towards writing and develop writing stamina.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To check that verbs are used correctly and consistently.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). Evaluate writing with the teacher and other pupils.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

	<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves</p> <p>and others. Some words are spelt correctly and others are phonetically plausible.</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Audience Purposes</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To write a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

Writing: Vocabulary,	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months  Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p> <p>To understand statements, question and exclamation sentences.</p> <p>Use a range of adjectives for effect.</p> <p>To write a simple sentence dictated by the teacher.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To understand the effect of imperative verbs.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
	Use of Phrases and Clauses	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>

				To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.  To express time, place and cause using conjunctions (when, before	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use question tags in informal writing.
Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'.  To use finger spaces.  To use full stops to end sentences.  To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including:  - capital letters, full stops, question marks and exclamation marks;  - use capital letters for proper nouns  - commas to separate lists;  - apostrophes to mark singular possession and contractions.  - Use speech marks	To use the full range of punctuation from previous year groups.  To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity.  To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of Terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
<p>* From DfE-approved Twinkl Phonics Programme collation of tricky words (level 1 to 4) and common exception words (levels 5 and 6). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell. ** All LKS2 and UKS2 spelling rules are broken down to match the <u>Twinkl spelling overviews</u> for Y3, Y4, Y5 and Y6.</p>							





