

# Writing Progression Overview

## Intent

At Brabourne CEP School, we want our pupils to become competent, confident, creative and independent in their use of written 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, confident 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 transferable 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, producing authentic outcomes.

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 and progressive medium and long-term planning document for writing, 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 Power of Reading 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 pupils' 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 help scaffold learning in writing. Daily and weekly phonics, spelling, handwriting and EGPS lessons feed into pupils' skills and knowledge in writing.

At Brabourne CEP School, our intention is to develop writing as a transferable 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 take 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. 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, pre-learnt vocabulary and word banks/sentence openers provided to assist the child when writing.

## Key Principles of Writing at Brabourne

1. Writing takes place daily and high-quality, creative writing is valued across all subjects. Writing is displayed and celebrated around the school.
2. Extended Curriculum Writes take place termly, across subjects other than English, to raise the profile of writing in all subjects.
3. We recognise the importance of the link between reading and writing and promote quality, daily reading in a variety of forms.
4. We use the 'CLPE Power of Reading' planning as a framework for our literacy medium-term planning, whilst enhancing the framework with further planned opportunities for 'stamina' extended writing. High quality texts are chosen for all pupils to access and be exposed to high quality writing, as well as 'hook' their interest.
5. Each new unit begins with a background focus on the author of the Power of Reading book, to broaden the pupils' knowledge of key authors.
6. Prior knowledge and skills are integrated into each lesson, with a recap of knowledge/skills studied in previous year groups and previous lessons.
7. Working walls are employed by teachers as an 'aide-memoire', over the course of a unit of study, to record modelling of writing and vocabulary. Key vocabulary is displayed and 'fluid' vocabulary walls are used in each class. Displays are used to celebrate pupil achievement in writing.

8. A range of writing genres are modelled and taught. These include: fiction, poetry and non-fiction.
9. Fiction, non-fiction and poetry concepts threads form a spiral curriculum and are built upon and revisited each year. Teachers recap prior knowledge of key concepts and plan and identify key knowledge and skills from our genre progression grid.
10. Stimuli for writing, including whole school writing focuses, are used to 'hook' pupils' interest and foster their imagination.
11. The key concepts of Transcription (spelling & handwriting) and Composition (articulating ideas and structuring them through speech and writing) form the core of our writing programme.

## 12. Writing genre coverage

Cycle A	T1	T2	T3	T4	T5	T6
Y1/2	<p>Recount - Diary entry Narrative - Sequence story Narrative – own version of story Report (non-chronological) - Fact File on Queen Elizabeth II</p> <p>Recount - Diary entry Poetry – Metaphor Poem Recount - Letter Poetry – Shape Poem (Autumn)</p>		<p>Persuasive – Letter Poetry – List Poem Narrative – character description Report (Non-chronological) – Fact File (endangered animals linked to topic)</p> <p>Narrative - Found poster Recount - Letter Narrative - Own version fantasy world narrative Poetry - Spring Acrostic Poem (Science) Instructions – How to Make a Windmill (DT)</p>		<p>Letter Interviews Lists Instructions Rhyming Poem Poster Letter of advice Factual descriptions Log books Script Fact file Written predictions Letter Journey entries Newspaper report Recount</p>	
Y3/4	<p>Narrative - Topic linked Poetry - Science linked Diary entry Instructions Newspaper Report – link to topic Recount</p>		<p>Informal letter Non-rhyming poetry Diary entry Newspaper report Instructions Non-chronological report</p>		<p>Free verse poetry Writing in role Instructions Poetry Character description Explanation texts Extended narrative</p>	
Y5/6	<p>Informal letters Newspaper report Diary entry Instructions</p>		<p>Diary entry Non-chronological report Poetry Formal persuasive letter Balanced report Narrative (another chapter)</p>		<p>Poetry Newspaper report Recount Persuasive poster Debate Mystery story Explanation</p>	

Cycle B	T1	T2	T3	T4	T5	T6
Y1/2	Non-chronological leaflet Information writing Information Booklet Persuasive poster Warning poster (instructional writing), Letter of advice		Character description Retelling Instructions Non-chronological report T Persuasive letter Lists Postcards Short stories Information report		Persuasive info leaflet Postcard Diary entry Setting description Sequel story Narrative retelling Thought bubbles Informal letters List poetry Writing in role Recount Prediction, letter, diary entry	
Y3/4	Poetry Playscript Recounts Writing in role Persuasive letter Newspaper report writing Character profile Historical writing Instructions Debate Poetry		Free verse poetry Blackout poetry Narrative Recount Explanation Persuasion Information Narrative Historical Recount Free Writing Visual Organisers Personal Narrative Poetry Writing in Role Referential Writing Biography Explanation texts		Information text Diary Speeches Narrative Newspaper Fables List poetry Information texts Myths and legends Quatrain poetry Instructions Playscripts	
Y5/6	Instructions Dialogue Diary Newspaper report Persuasive poster Myths Biography Poetry		Diary entry Newspaper report Balanced argument Information booklets Poetry Disaster story Letter writing Play scripts		Non-chronological report Diary entry Debate Extended story Explanation Poetry	

## Handwriting

13. 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. Teachers ensure fidelity to the cursive style in all written activities. Handwriting practice takes place regularly throughout the week. IN EYFS and KS1 this takes place daily, practising letter formation, the dough disco programme and practising handwriting and spellings. In LKS2, this takes place through bi-weekly modelling, spelling and sentence practice. In UKS2, expectations for handwriting form part of all writing practice. Interventions are put in place for any pupils who need further practice.

## EGPS

14. EGPS is taught in discrete and progressive weekly lessons; purposeful recalls and revisiting are made during English lessons and in feedback given to pupils on their writing. IN KS1, this takes place 2 days a week, plus 'top ups'. In KS2, this takes place weekly, plus 'top ups' twice a week.

## Planning

15. Teaching follows a progressive sequence outlined in our English curriculum documents and builds cumulatively on the skills and knowledge from previous phases. Teachers make explicit links to prior and future learning, so that children understand how they will develop towards targets and endpoints.
16. Vertical planning outlines a two-year cycle for writing, reading and EGPS, which details reading texts and content to be taught.
17. Horizontal planning, which is completed termly, outlines termly milestones for composition and EGPS, which contribute towards the end of year end points. These milestones are tracked against our progression grid to ensure full coverage.

## Assessment

18. Pupils are made aware of their progress and next steps through the ticking of Learning Objectives achieved and constructive feedback, both verbally and in writing.
19. Assessment in writing takes place using the school's assessment criteria. Work is moderated internally in staff meetings and externally with the CARE FT and County moderation.

## SEND

20. The lowest 20% of each year group, Send and vulnerable groups, are tracked through termly provision mapping and pupil progress reviews. Other key groups are targeted through intervention to ensure they are progressing in line with their previous key stage starting points.

## Spelling

21. Teaching of spelling patterns follows the progression outlined in the 'Twinkl' phonics programme, which teachers deliver daily with fidelity. Phonics tracking is ongoing and is collected by the English lead once a term. Once the children have completed their phonics learning, they continue onto the 'Twinkl' spelling and EGPS scheme. 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.
22. New spelling rules/patterns or words from the statutory word list are taught across the Key stages in discrete spelling sessions (taken from Twinkl Spellings), before being sent home and assigned online for practice and testing. Spellings are taught daily in KS1. In KS2, they are taught weekly, with reinforcements throughout the week. Spelling results are tracked by the teachers and further reinforcement is put into place where needed.

## Teaching

23. We recognise that the teaching of writing takes many forms. These include: Modelled Writing (where the adult models the writing process, explicitly teaching writing behaviours), Shared Writing (where the adult models the writing process with input from pupils – the writing is co-constructed), Guided Writing (the adult guides key aspects of the writing process, appropriate to the needs of the pupil group – this may include elements of modelling and/or shared writing) and Independent Writing (pupils write independently of the adults, applying their knowledge to their writing – this may be done individually or in pairs/groups).
24. We understand that developing talk is the first step to language comprehension. We create a language rich environment through: back and forth interactions; questioning; modelling spoken language and grammar; use of word/vocabulary fields; and partner talk. Oral rehearsal and editing of phrases, clauses and sentences is taught and modelled at all stages to allow children to consider and evaluate their ideas before committing them to the page
25. Lessons build cumulatively towards an extended piece of writing, where children carefully plan, write, edit and publish their work, which is used for assessment. 'Authentic outcomes' are used to motivate pupils to write for purpose. Writing is celebrated through rewards, certificates and displays.
26. Teachers employ a range of strategies to support writing. These include mnemonics such as MAPOS and the Writing Rainbow. Pupils are involved in their own target setting using the Writing Rainbow.
27. Opportunities for sharing writing aloud are provided during plenaries, and children are taught and supported to use appropriate techniques to gain, maintain and monitor the interest of the listener(s).

## **28. End points:**

### **By the end of EYFS children will:**

- Be able to write recognisable letters, most of which are correctly formed.
- Be able to spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Be able to write simple phrases and sentences that can be read by others.
- Show good control and co-ordination in their small movements.
- Handle equipment and tools effectively, including pencils for writing.

### **By the end of Key Stage 1 children will:**

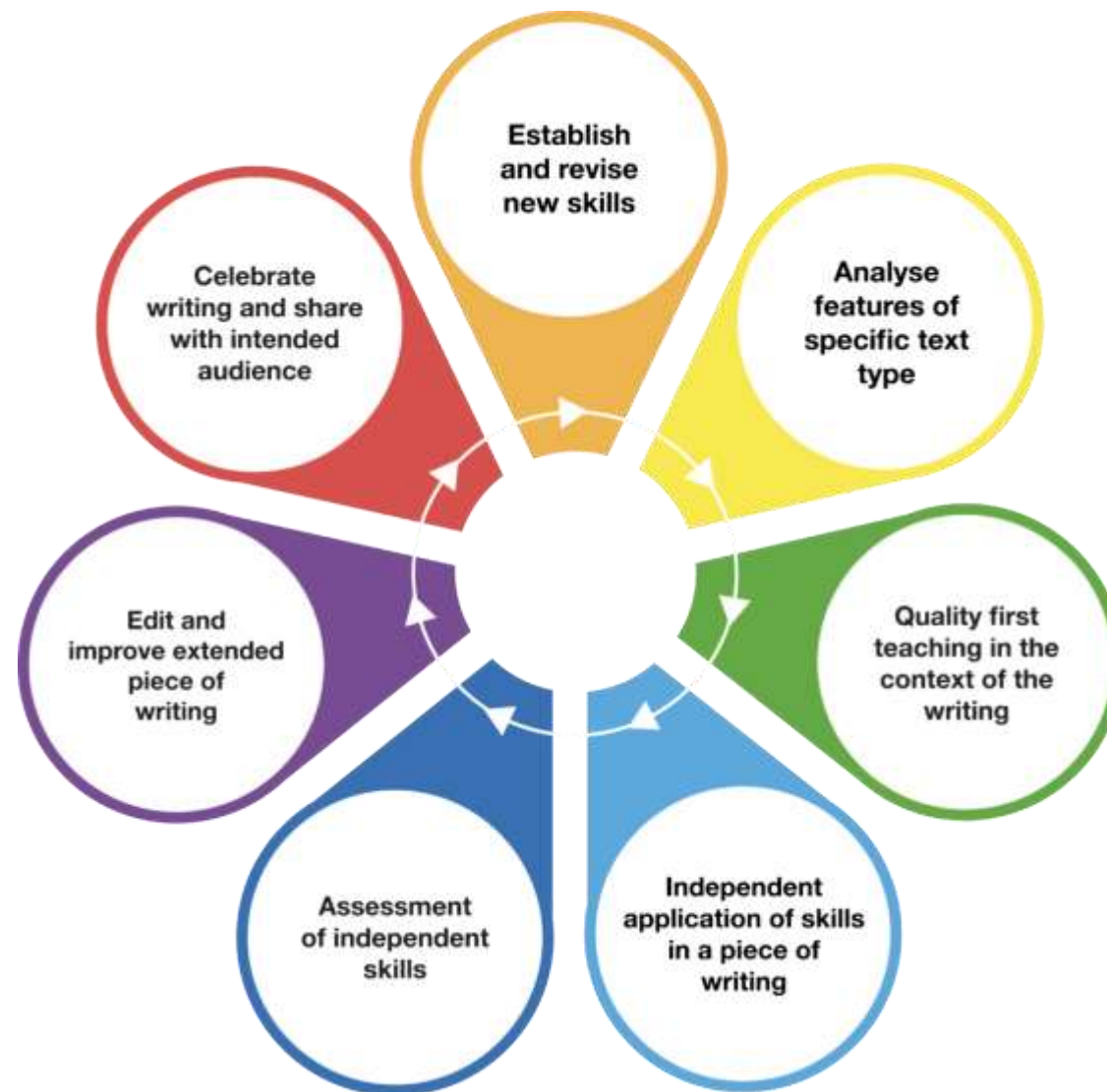
- Be able to write narratives, both real and fictional.
- Be able to write using past and present tense mostly correctly and consistently.
- Be able to demarcate sentences using capital letters, full stops and question marks mostly accurately. Spell most common exception words correctly.
- Show consistency in letter sizing.

### **By the end of Key Stage 2 children will:**

- Be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.
- Be able to consciously control sentence structure in their writing and understand why sentences are constructed, using a range of devices to build cohesion within and across paragraphs.
- Use a range of punctuation and maintain tense throughout a piece of writing, spelling most words correctly, or being able to use resources quickly and efficiently in order to support spelling.
- Be able to consistently join their handwriting.
- Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.



29. Typical lesson cycle





## **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 summative assessment 3 times a year to set future targets. Children are tested regularly on spelling, grammar and punctuation knowledge and this data is used to inform next steps for writing. Teachers use our writing assessment grids to assess writing and identify the pupils' next steps. Moderation of writing takes place throughout the year as staff, within the CARE group and also with 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.

Writing: Transcription Spelling**	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</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 recognise words with adjacent consonants.</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> <p>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</p>	<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> <p>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);</p> <p>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>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);</p> <p>the /aɪ/ sound spelt -y (e.g.</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ 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 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>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' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</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 ending in -able and -ably (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 /shuh/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

			<p>cry, fly, July);</p> <p>adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);</p> <p>adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);</p> <p>adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including</p>				
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		<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 exceptions);</li> </ul>				
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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>	<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 /z/ 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	<p>To write some irregular common words.</p>	<p>To spell all Y1 tricky/common exception words correctly.*</p> <p>To spell days of the week</p>	<p>To spell most Y1 and Y2 tricky/common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>

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 -er (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</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/stationery.</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>



			of words that pupils have been taught to spell (this may require support to recognise misspellings).				
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Writing: Transcription Handwriting	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</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>

Joining Letters				<p>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.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) capital letters (e.g. for filling in a form).</p>



<p>have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of Audience, Purpose, and Structure</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>
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Writing: Vocabulary, Grammar and	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Phrases and Clauses</p>	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</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>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p>
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				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;  - apostrophe 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 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 <a href="#">Twinkl spelling overviews</a> for Y3, Y4, Y5 and Y6.</p>							





