



## LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN WRITING

### **EYFS DEVELOPMENT MATTERS**

Development Matters and Statutory ELGs are not the EYFS curriculum. This outlines a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.

#### **Children in Nursery will be learning to:**

Writing	<ul style="list-style-type: none"><li>• 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.</li><li>• Write some letters accurately.</li></ul>
Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Shows a preference for a dominant hand.</li></ul>
Communication and Language	<ul style="list-style-type: none"><li>• Use a wider range of vocabulary.</li><li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li><li>• Use longer sentences of four to six words.</li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li></ul>

#### **Children in Reception will be learning to:**

Writing	<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li><li>• Form lower case and capital letters correctly.</li><li>• Re-read what they have written to check it makes sense</li></ul>
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Physical Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in story times.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>
Expressive Arts and Design	Develop storylines in their pretend play.

**Statutory Framework Early Learning Goals**

Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
Communication and Language	<p>Listening Attention &amp; Understanding -</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p>Speaking -</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

<b>Expressive art and design</b>	Being Imaginative & Expressive - <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others</li> <li>• Make use of props and materials when role- playing characters in narratives and stories.</li> </ul>
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<b>NATIONAL CURRICULUM PROGRAMME OF STUDY</b>	<b>SPECIFIC KNOWLEDGE AND SKILLS</b>
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<b>Year 1</b>
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<p><b><u>Transcription</u></b>  <b><u>Spelling</u></b> - see English appendix 1          Pupils should be taught to:          Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b><u>Handwriting</u></b>          Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> </ul>	<p><b><u>Sentence structure/ grammar</u></b>  <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Write simple sentences</li> <li>• Write sentences with pronouns and simple verbs</li> <li>• To write simple compound sentences using and</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Use a mixture of simple and compound (using and) sentences independently</li> </ul> <p><b><u>Punctuation</u></b>  <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• To separate words with spaces</li> <li>• Demarcate sentences with capital letters and full stops</li> <li>• Use question marks and exclamation marks to demarcate sentences</li> <li>• Use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)</li> </ul> <p><b><u>Text structure and organisation</u></b>  <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Sentences planned orally before they are written.</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Writing begins to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)</li> </ul> <p><b><u>Drafting and editing</u></b>  <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Check that their writing makes sense by rereading and makes simple changes where suggested</li> </ul>
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<ul style="list-style-type: none"> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul> <p><b><u>Writing - composition</u></b> Pupils should be taught to: Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b> Pupils should be taught to: Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using ‘and’</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English appendix 2</li> </ul> <p>Use the grammatical terminology in English, English appendix 2 in discussing their writing</p>	<p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Checks their writing makes sense and makes changes independently</li> </ul> <p><b><u>Effective use of language/ vocabulary</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul> <p><b><u>Spelling</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. there is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and –est where there is no needed in the spelling of the root word (see NC appendix 1)</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Apply taught spelling rules in their own writing with increasing accuracy</li> </ul> <p><b><u>Handwriting</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size)</li> <li>• Correct pencil grip</li> <li>• Form capital letters and digits 0-9 a</li> <li>• Understand which letters belong to the handwriting ‘families’ and practise these.</li> </ul>
<b>Year 2</b>	
<p><b><u>Transcription</u></b> <b><u>Spelling - see English appendix 1</u></b> Pupils should be taught to: Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<p><b><u>Sentence structure/ grammar</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Variety of simple conjunctions being used -Subordination (when, if, that, because) and coordination (or, and, but).</li> <li>• Variety of sentence openers</li> <li>• Consistent use of verb tense</li> </ul>

<ul style="list-style-type: none"> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> </ul> <p>Distinguishing between homophones and near-homophones add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English appendix 1</p> <p>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><b><u>Handwriting</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p><b><u>Writing - composition</u></b> Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand statements, questions, exclamations or commands</li> <li>• Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but).</li> </ul> <p><b><u>Punctuation</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Uses capital letters and full stops to demarcate sentences. To use question marks and exclamation marks, realising their effect on the reader</li> <li>• Use capital letters for personal pronoun I</li> <li>• Uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</li> <li>• Use commas to separate an item in a list</li> <li>• Uses apostrophes to mark where letters are missing (omission) – simple common contractions</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Apostrophes to mark singular possession in nouns</li> </ul> <p><b><u>Text structure and organisation</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Narrative features developed including opening, middle and ending and events in a chronological order</li> <li>• Write simple narratives about personal experiences and those of others, writes about real events, writes simple poems</li> <li>• Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately</li> </ul> <p><b><u>Drafting and editing</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Simple additions, revisions and corrections to their own writing including: <ul style="list-style-type: none"> <li>- Rereading to check for sense</li> <li>- Proof reading for errors</li> </ul> </li> <li>• Uses grammatical vocab when discussing work (Y1/2)</li> </ul> <p><b><u>Greater Depth</u></b></p>
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<ul style="list-style-type: none"> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English appendix 2</li> <li>• some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> <li>• Evaluation of the effectiveness of their writing, leads to children making changes.</li> </ul> <p><b><u>Effective use of language/ vocabulary</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Use adjectives, adverbs and expanded noun phrases to describe and specify</li> <li>• Use some specific vocabulary linked to the topic in non-narrative writing</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Communicate meaning in a way that is lively and generally holds the interest of the reader.</li> </ul> <p><b><u>Spelling</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Use and apply spelling rules ( Appendix1 year 2) consistently</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and make phonically-plausible attempts at others</li> <li>• Spell many common exception words</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> </ul> <p><b><u>Handwriting</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>• Hold a pencil comfortably and correctly</li> <li>• Form lower case letters of the correct size relative to one another</li> <li>• Use some of the diagonal and horizontal strokes needed to join letters</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Upper and lower case letters not mixed within words</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>• Confident and consistent joining of letters in an appropriate cursive style</li> </ul>
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## **Transcription**

### **Spelling - see English appendix 1**

Pupils should be taught to:

Spell by:

- use further prefixes and suffixes and understand how to add them - see English appendix 1
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### **Handwriting**

Pupils should be taught to:

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

### **Writing - composition**

Pupils should be taught to:

Plan their writing by:

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

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

## **Sentence structure/ grammar**

### **Expected**

- Mixture of grammatically accurate simple and multi-clause sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Correct use of verb tense
- Extended noun phrases
  - adjectives
  - nouns
  - prepositions
  - phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use of fronted adverbials (e.g. later that day, I heard the bad news)
- Use of pronouns to avoid repetition.

### **Greater Depth**

- Mixture of grammatically accurate simple and multi-clause sentences
- Extending sentences with more than one clause by using a wider range of conjunctions including when, if, because, although more purposefully and effectively.

## **Punctuation**

### **Expected**

- Punctuation to mark sentences ( full stops, capital letters, exclamation and question marks)
- Capital letters used accurately for proper nouns.
- Apostrophes for omission and possession
- Inverted commas to punctuate direct speech.
- Use commas to mark phrases and clauses, as well as separating items in lists.

## **Text structure and organisation**

### **Expected**

- Write for a range of purposes and audiences.
- Narrative writing is a coherent sequence of events and are starting to create more detailed settings and characters, along with a coherent plot.
- Use of paragraphs to organise ideas around a theme.
- Devices to build cohesion within a paragraph (for example then, after that, this, firstly).

<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<ul style="list-style-type: none"> <li>Mostly appropriate use of the structure of the chosen non-narrative text type including, using simple organisational devices such as: headings and sub-headings.</li> </ul> <p><b><u>Drafting and editing</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of own and others writing suggesting improvements.</li> <li>Proposing changing to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul> <p><b><u>Effective use of language/ vocabulary</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Basic grammar is accurate</li> <li>Noun phrases, adverbs and adjectives are used to create variety and add interest.</li> <li>Use a range of powerful verbs.</li> <li>Show viewpoint, e.g. use of authoritative voice or some evaluative comment</li> </ul> <p><b><u>Spelling</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe</li> </ul> <p><b><u>Handwriting</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters</li> <li>Understand which letters, when adjacent to on another are best left unjoined</li> <li>Use joined handwriting</li> </ul>
<b>Year 4</b>	
<p><b><u>Transcription</u></b></p> <p><b><u>Spelling - see English appendix 1</u></b></p>	<p><b><u>Sentence structure/ grammar</u></b></p> <p><b><u>Expected</u></b></p>



Pupils should be taught to:

Spell by:

- use further prefixes and suffixes and understand how to add them - see English appendix 1
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### **Handwriting**

Pupils should be taught to:

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

### **Writing - composition**

Pupils should be taught to:

Plan their writing by:

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

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements

- Mixture of grammatically accurate simple and multi-clause sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- Correct and consistent verb tenses.
- Noun phrases extended by the addition of:
  - modifying adjectives
  - nouns
  - prepositions
  - phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use of fronted adverbials (e.g. later that day, I heard the bad news)
- Use of pronouns to avoid repetition.

### **Greater Depth**

- Able to indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)

### **Punctuation**

#### **Expected**

- Use of inverted commas and other punctuation to indicate direct speech.
- Capital letters, full stops, question marks and exclamation marks used.
- Commas used after fronted adverbials
- Apostrophes to mark singular and plural possession

### **Text structure and organisation**

#### **Expected**

- Write for a range of purposes and audiences.
- Stories are developed with a coherent sequence of events.
- In narrative, create settings, characters and plots beginning to add more detail.
- Use of paragraphs to organise ideas around a theme.
- Devices to build cohesion within a paragraph (for example then, after that, this, firstly).
- Consistent and appropriate use of the structure of the chosen non-narrative text type including, using simple organisational devices such as: headings and sub-headings.

### **Drafting and editing**

#### **Expected**

<ul style="list-style-type: none"> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others writing suggesting improvements.</li> <li>Proposing changing to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul> <p><b><u>Effective use of language/ vocabulary</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Basic grammar is accurate reflecting written Standard English instead of local spoken forms (e.g. should have, would have).</li> <li>Expansion of noun phrases (see sentence structure and grammar)</li> <li>Noun phrases, adverbs and adjectives are used to create variety and add interest.</li> <li>Adjectives are sometimes modified for emphasis.</li> <li>Use a wide range of powerful verbs.</li> <li>Use technical and precise vocabulary in non-narrative writing</li> <li>Writer’s viewpoint is established</li> </ul> <p><b><u>Spelling</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied consistently.</li> </ul> <p><b><u>Greater Depth</u></b></p> <ul style="list-style-type: none"> <li>Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families</li> </ul> <p><b><u>Handwriting</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Use joined and a legible style of handwriting.</li> </ul>
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**Year 5**

<p><b><u>Transcription</u></b></p> <p><b><u>Spelling - see English appendix 1</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> </ul>	<p><b><u>Sentence structure/ grammar</u></b></p> <p><b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Use a range of grammatical structures</li> <li>Use verb tenses correctly and consistently.</li> <li>Use a range of different sentence types including multi-clause sentences (sub-ordination and coordination).</li> <li>Appropriate use of direct and reported speech.</li> </ul>
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- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

### **Handwriting**

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

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

### **Writing - composition**

Pupils should be taught to:

Plan their writing by:

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

Draft and write by:

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

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

- Use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun
- Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)

### **Greater Depth**

- Use of expanded phrases and clauses to add information or detail.
- Tense changes are appropriate and consistently accurate.
- Deliberate use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add clarity to writing
- Use contracted in dialogue in narrative.
- Some use of passive verbs to affect how information is presented.

### **Punctuation**

#### **Expected**

- Sentences are demarcated appropriately.
- Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)
- Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.
- Some use of:
  - brackets
  - dashes
  - commas to indicate parenthesis

#### **Greater Depth**

- Range of punctuation
  - hyphens to avoid ambiguity
  - consistent punctuation of bullet points
  - use of semi-colon
  - colon
  - dash

### **Text structure and organisation**

#### **Expected**

- Write for a range of purposes and audiences.
- Story structure is well developed
- use paragraphs to mark changes of time, scene, action or person.
- Devices to build cohesion within a paragraph (for example then, after that, this, firstly).

<ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b> Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place and number or tense choices.</li> <li>In non-narrative, writing shows consistently effective use of the structure of the chosen text type.</li> <li>In narratives, describe settings, characters and atmosphere integrating dialogue appropriately.</li> </ul> <p><b><u>Drafting and editing</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of own and others writing making appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement.</li> <li>Proof read for spelling and punctuation errors.</li> </ul> <p><b><u>Effective use of language/ vocabulary</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Vocabulary choices are imaginative and appropriate to the text type and purpose for writing.</li> <li>Make appropriate choices between colloquial language and standard English.</li> <li>Nouns and expanded noun phrases to convey complicated information precisely.</li> <li>Writer’s viewpoint is established.</li> </ul> <p><b><u>Spelling</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary</li> <li>to check the spelling of uncommon or more ambitious vocabulary</li> </ul> <p><b><u>Handwriting</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Maintained and legible joined handwriting when writing at speed.</li> </ul>
<b>Year 6</b>	
<p><b><u>Transcription</u></b> <b><u>Spelling - see English appendix 1</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> </ul>	<p><b><u>Sentence structure/ grammar</u></b> <b><u>Expected</u></b></p> <ul style="list-style-type: none"> <li>Use a range of grammatical structures that reflect what the writing requires mostly appropriately.</li> </ul>

- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

### **Handwriting**

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

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

### **Writing - composition**

Pupils should be taught to:

Plan their writing by:

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

Draft and write by:

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

Evaluate and edit by:

- assessing the effectiveness of their own and others’ writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

- Use a range of different sentence types including multi-clause sentences (sub-ordination and coordination).
- Use contracted in dialogue in narrative.
- Use passive verbs to affect how information is presented.
- Use modal verbs to suggest degrees of possibility.
- Use verb tenses correctly and consistently.
- Appropriate choice of tense to support whole text cohesion

### **Greater Depth**

- According to audience, purpose and context, writing demonstrates assured use of:
  - Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas
- Precise vocabulary and grammatical choices including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations Control of complex sentences usually shows understanding of manipulation of clauses for different effects.

### **Punctuation**

#### **Expected**

- Use of commas within sentences to separate items in a list, phrases and clauses.
- Range of punctuation
  - brackets
  - dashes
  - commas to indicate parenthesis
  - hyphens to avoid ambiguity
  - consistent punctuation of bullet points
  - use of semi-colon
  - colon
  - dash

#### **Greater Depth**

- A range of punctuation
  - colons and dashes to mark the boundary between independent clauses.
  - Use punctuation precisely to enhance meaning and avoid ambiguity.

### **Text structure and organisation**

#### **Expected**

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proofread for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

Develop their understanding of the concepts set out in English appendix 2 by:

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

Indicate grammatical and other features by:

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

Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- Paragraphs to develop and expand ideas, descriptions, themes and events in depth
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.
- Integrate dialogue in narratives to convey character and advance the action

**Greater Depth**

- 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 (e.g. literary language, characterisation, structure) distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

**Drafting and editing**

**Expected**

- Assess the effectiveness of own and others writing making appropriate changes to vocabulary, grammar and punctuation, spelling, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.

**Greater Depth**

- Use the drafting process to make deliberate choices of grammar and vocabulary to change and enhance meaning for intended effect Effectiveness of own writing is evaluated and edited to make assured changes to vocabulary, spelling, grammar and punctuation to enhance effects and clarify meaning.

**Effective use of language/ vocabulary**

**Expected**

- Imaginative Vocabulary choices

- Words used precisely and appropriately to create impact and augment meaning.
- Make appropriate choices between colloquial language and standard English (match formal and informal situations).
- Effective use of well-chosen phrases e.g. adverbials, expanded noun phrases are used to engage reader and for clarity of meaning. Expanded noun phrases to convey complicated information concisely
- Uses wider range of narrative techniques to engage the reader.
- Viewpoint is generally well controlled and convincing.

**Greater Depth**

- Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations
- Vocabulary is varied, precise and often ambitious.
- A range of stylistic features contribute to the effect of the text e.g. rhetorical questions, repetition for effect, figurative language
- Viewpoint is well controlled and convincing.

**Spelling**

**Expected**

- Spell correctly most words from the year 5 / year 6 spelling list
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

**Handwriting**

**Expected**

- Maintain legibility in joined handwriting when writing at speed.