



EYFS and KS1 and KS2	These are the minimum end of year expectations for our EYFS learners in relation to Literacy: Writing with Physical Development (handwriting) links.		This document shows how writing objectives are designed in a progressive way to ensure learners become more proficient writers as they move through the school, securing and applying these on-going and mastery objectives. Each teacher should be aware of their own writing objectives, and of those which have come before.		
	Nursery	Reception	Year 1/2	Year 3/4	Year 5/6
<p>Writing Genres</p> <ul style="list-style-type: none"> • Narrative • Letters • Lists • Cards • Notes • Story maps <p><i>This will begin as mark making and drawings during child-initiated play. Adults model write in carefully planned inputs, activities and in the moment during continuous provision throughout the EYFS.</i></p>	<ul style="list-style-type: none"> • Narrative • Traditional tale original story. • Letters • Lists • Cards • Notes • Captions • Poems • Story maps with some labels • Some non-fiction – instructions and information text. 	<ul style="list-style-type: none"> • Narrative with familiar settings • Narrative from personal experience • Narrative – mixed up traditional tales • Narrative from imagined experiences • Recounts • Diary entries/postcard • Letters • Poems • Information texts • Instructional writing • Poems 	<ul style="list-style-type: none"> • Narrative with familiar settings • Narrative from imagined experiences • Narrative – stories from different cultures, including traditional tales • Biographies • Non-chronological reports • Instructions • Explanation texts • Fact files • Poems • Diary entries 	<ul style="list-style-type: none"> • Narrative from personal experience • Narrative from imagined experience, adventure story building tension and suspense • Narrative from real events • Diary entries • Instructional writing • Letters • Poems • Non-chronological reports, persuasive adverts • Newspaper reports • Biographies 	
<p>Writing Vocabulary</p>	<p>Children should be exposed to and understand the following writing vocabulary:</p>				
	<p>Mark making, lines, zig zag waves, curves, dots, dashes, left, right, top, bottom, letter, sound, name, sentence, grip, froggy fingers/tripod grip</p>	<p>Mark making, lines, zig zag waves, curves, dots, dashes, left, right, top, bottom, letter, sound, name, sentence, phoneme, grapheme, digraph, trigraph, tricky word, sound mat, capital letter, full stop, finger spaces, line, tall, short, hanging letter, froggy fingers/tripod grip</p>	<p>Grapheme, phoneme, ascender, descender, suffix, prefix, noun, proper noun, adjective, sentence, clause, word, letter, capital letter, punctuation, full stop, question mark.</p> <p>Year 1 vocabulary, adverbs, noun phrases, coordinating conjunctions, compound sentences, simple sentence, subordinating conjunctions, complex sentence, main clause, subordinate clause, statement, sentence, command sentence, exclamation sentence, question sentence, present tense, past tense, apostrophe.</p>	<p>Grapheme, phoneme, ascender, descender, suffix, prefix, noun, proper noun, adjective, verb, sentence, clause, word, letter, capital letter, punctuation, full stop, question mark, exclamation mark and adverbs, noun phrases, coordinating conjunctions, compound sentences, simple sentence, subordinating conjunctions, complex sentence, main clause, subordinate clause, statement sentence, command sentence, exclamation sentence, question sentence, present tense, past tense, apostrophe, prepositions, speech marks, direct speech, tense, past, present, future, progressive form, present perfect, fronted adverbials, determiner</p>	<p>Grapheme, phoneme, ascender, descender, suffix, prefix, noun, proper noun, adjective, verb, sentence, clause, word, letter, capital letter, punctuation, full stop, question mark, exclamation mark and adverbs, noun phrases, coordinating conjunctions, compound sentences, simple sentence, subordinating conjunctions, complex sentence, main clause, subordinate clause, statement sentence, command sentence, exclamation sentence, question sentence, present tense, past tense, apostrophe, prepositions, speech marks, direct speech, tense, past, present, future, progressive form, present perfect, fronted adverbials, determiner, prepositional phrases.</p>
<p>Composition</p>	<p>Children should be taught to:</p>				
	<p>Nursery: Start to form some letters correctly. Spell CVC words with support.</p>	<p>Reception: Form lower case and capital letters correctly. Spell words by identifying sounds and then writing the sound with the letter/s (GPCs). Write short sentences with words with known sound-letter correspondence</p>	<p>Year 1: Show correct pencil grip and sit correctly at a table. Write a simple sentence that makes sense. Most writing can be read without mediation. Write a sequence of simple sentences that makes sense independently. Use 'and', 'but' to join ideas. Begin to add adjectives and simple noun phrases to give detail. E.g. The yellow fish. Read my sentences through to check that they make sense.</p>	<p>Year 3: Headings and sub-headings in non-narrative. Opening, build-up, problem, resolution and ending when writing narrative. Paragraphs to organise information around a theme – supported by planning. Writing demonstrates an awareness of purpose and audience. Pictures, diagrams and jottings to plan what they wish to write.</p>	<p>Year 5: Paragraphs to show different information or events (time, place, topic, person). Paragraphs that are developed using a main point, topic, event, idea with an explanation or extra detail. D.a.d to develop characters (description, action, dialogue). Linked ideas within paragraphs. Well-chosen detail to interest my reader. Make use of expanded noun phrases.</p>



		<p>(GPCs) using a capital letter and a full stop. Re-read what they have written to check it makes sense.</p> <p>Physical Development links: Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Begin to make changes after reading and reflection, with support. Begin to choose different conjunctions – but, or, yet, so and because. Vocabulary is appropriate to the subject matter and sometimes ambitious. Uses noun phrases within writing regularly. Uses time conjunctions and adverbials correctly – first, next, finally, when, as soon as.</p> <p>Year 2: Sequences of simple and compound sentences link ideas together and make sense. Vocabulary is appropriate to the subject and is sometimes ambitious. Re-read sequences of sentences to check for spelling and punctuation errors. Simple plans and word banks are used to support writing (pictures, labels) Narrative writing is structured with a clear beginning, middle and ending. Non-narrative is structured appropriately for the genre e.g. recounts, fact pages, diary entries. Longer writing pieces flow with simple and compound sentences that link and are sequenced appropriately. Re-read longer writing pieces to check for spelling, punctuation and grammar errors. Detailed plans and word banks are used to support writing. Write simple coherent narratives about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly. Re-read sustained pieces of work to check for meaning and sense. Detailed plans and words banks are used to support writing.</p>	<p>Discussion and recording ideas gained from wider reading and modelling. Greater detail and clear structure in the opening, build-up, problem, resolution and ending in writing narrative. Improvements to writing through assessing with peers and through self-assessment. Sentences using a wider range of structures linked to grammar. Paragraphs to organise information around a theme – showing independence.</p> <p>Year 4: Clear sentences that include words and punctuation taught. A clear structure (more than a basic beginning, middle and an ending). A story with a clear structure, setting, characters and plot. Paragraphs that open with topic sentences and that are organised around a theme. Endings / conclusions that draw ideas and/or events together. Some sub-headings, bullet points to guide the reader. Key vocabulary and grammar choices that link to the style of writing (e.g. Scientific /topic words).</p>	<p>Sub-headings for non-fiction paragraphs, where appropriate Manage shifts in time and place effectively and guide the reader through my text. Settings to create atmosphere and also indicate change. Use ideas from my reading. Sub-headings and bullet points to help guide the reader.</p> <p>Year 6: Paragraphs to organise ideas. A thesaurus to develop word understanding. Describe settings and characters. Some cohesive devices within and across sentences and paragraphs. Précising longer passages. Atmosphere and description of settings. Integration of speech to develop character and move the action on. Vocabulary and grammatical structures that reflect the level of formality. The appropriate form, register, structure and layout. Figurative language to add impact and develop meaning (metaphors, personification). Narratives describe settings, characters and atmosphere. Use a range of devices to aid cohesion within/across paragraphs</p>
<p>Vocabulary, Grammar and Punctuation</p>			<p>Children should be taught to:</p>		
			<p>Year 1: Use the personal pronoun 'I'. Use the correct terminology – word, sentence, capital letter, full stop. Know that a capital letter starts a sentence Know that a full stop is used at the end of a sentence Use finger spaces between each word. Use capital letters for names and personal pronoun 'I' Use correct terminology now including – noun, adjective. 2A sentences Use capital letters at the beginning of a sentence.</p>	<p>Year 3: A wider range of conjunctions – when, if, because, although Determiners (articles) 'a', 'an' and 'the' appropriately. A range of sentence openings. Make consistent use of the present and past tense. Use simple and compound sentences. Inverted commas to punctuate some direct speech. Commas for items within a list Full stops Capital letters (consistently for proper nouns) Question marks</p>	<p>Year 5 The correct tense throughout my writing. A range of different sentence starters: -ed / -ing openers, adverbials, conjunctions, place (nearby, inside etc) manner (quick as a flash, with legs swinging in the air). A thesaurus for alternative word choices. Colons to introduce a list. Inverted commas and other punctuation to accurately indicate direct speech. Similes, metaphors and personification. Modal verbs and adverbs to indicate degrees of possibility.</p>



		<p>End sentences with a full stop. Consistent use of clear finger spaces between words. Use capital letters for names, places, days of the week and the personal pronoun 'I'. BOYS sentences Use exclamation marks. Use question marks at the end of questions Year 2: Name and use expanded noun phrases to describe and specify [for example, the blue butterfly] List sentences (adjective, adjective, noun.) Name and use verbs to describe actions Use co-ordination (using or, and, or but) Write in the simple past and present tense. Start sentences using different sentence openers. Write sentences with different forms: statement, question. Capital letters and full stops used accurately when writing longer pieces. Capital letters accurately and consistently used for proper nouns Questions accurately punctuated with a ? Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Write in the simple present and past tenses correctly and consistently. ___ ing, ___ ed sentence ... as a, ... like a sentence Use a range of sentence openers to start sentences, including time adverbials. Use progressive form of verbs in the present and past tenses correctly. Progressive form of verbs the present and past tenses correctly and consistently. Ad, same ad sentence When appropriate, a range of different sentences types are used purposefully and add effect to writing. Apostrophes are used accurately and consistently for contracted forms. Apostrophes are used to show possession (singular)</p>	<p>Exclamation marks Conjunctions, adverbs and prepositions to express both time and cause First and third person consistently throughout a piece of writing. Perfect form of verbs instead of the simple past. Adventurous word choices to add detail. Apostrophe for possession, including plural nouns. Inverted commas to punctuate direct speech. Adventurous and carefully selected word choices to add detail and engage the reader. Technical language, where appropriate, to make writing convincing and useful. Commas for clauses and phrases. Year 4: A range of sentences with more than one clause, using conjunctions. The correct article 'a' or 'an'. Sentences that are often opened in different ways to create different effects. Correct sentence punctuation all through my writing Apostrophe for omission Appropriate nouns or pronouns within and across sentences to link ideas and avoid repeated words. Use fronted adverbials of place, time and manner, including the use of a comma. Use standard English, instead of spoken forms (we were, instead of we was). Inverted commas for direct speech. Commas after the reporting clauses in direct speech. Apostrophe for possession Expanded noun phrases with modifying adjectives ('the strict teacher with curly hair.')</p>	<p>Relative clauses beginning with who, where, when, whose, that or with an implied. Changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Commas to clarify meaning and avoid ambiguity. The perfect form of verbs to mark relationships of time and cause. Words that are chosen deliberately for effect. Brackets, dashes or commas for parenthesis. Year 6: The correct tense throughout my writing. Modal verbs to suggest degrees of possibility. Adverbs, prepositional phrases and expanded noun phrases to add detail. Cl, fs accurately. Question marks. Exclamation marks. Commas for lists / clauses Apostrophe for contraction. A wide range of clause structures, sometimes varying their position in the sentence. The passive voice to emphasise information differently. Correct subject-verb agreement (i was / we were). Commas for clarity Parenthesis (brackets, commas, dashes). Semi-colons Colons Modal verbs and adverbs to develop an argument. A range of verb forms to create subtler meanings. Vocabulary choices that are imaginative and words used precisely to create impact and add meaning. Dashes Hyphens The range of punctuation taught at KS2</p>
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<p>Transcription</p>	<p>Children should be taught to:</p>		
	<p>Year 1: Form lower case letters correctly. Write numbers correctly 0-9. Understand that a line of writing isn't always a sentence. Form capital letters correctly</p> <p>Year 2: Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. 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.</p>	<p>Year 3: Good quality consistent handwriting. Diagonal and horizontal strokes that are needed to join letters. A joined style of handwriting.</p> <p>Year 4: Diagonal and horizontal strokes that are needed to join letters. Understand which letters are best left un-joined. Increased quality of my handwriting: down strokes of letters are parallel; lines of writing are spaced clearly so ascenders and descenders are clear and do not touch. Handwriting of increased legibility, consistency and quality. Present written work formally for different purposes.</p>	<p>Year 5: Clearly joined handwriting.</p> <p>Year 6: Legible joined handwriting. Keep the legibility, fluency and speed in my handwriting going through extended work.</p>
<p>Spelling</p>	<p>Children should be taught to:</p>		
	<p>Year 1: Spell days of the week correctly. Make phonetically plausible attempts to spell words that have not yet been learnt. Spell words containing taught phonemes (depending on phonics phase). Accurately use os -s and -es for nouns and verbs (cats, foxes, runs, catches). Accurately use of -ing, -rd, -er, -est suffixes where no change is made to the root word. Accurate use of the prefix -un. Spell Year 1 common exception words accurately. Understand how compound words can be partitioned to support spelling (football, playground, farmyard, bedroom).</p> <p>Year 2: Make phonetically plausible attempts to spell words, spelling many correctly. Use alternative phonemes to spell some common homophone correctly. Accurately spell Year 2 common exception words. Spell words with contracted forms correctly. Accurately use the suffixes -ing, -ed, -er, -est, -y where changes are needed to the root word. Accurately use the suffixes -ment, -ness, -ful, -less, -ly. Accurately add -es to nouns and verbs ending in -y.</p>	<p>Year 3: Spell most common exception words accurately. Spell some words from the Year 3 ad 4 word lists correctly. Accurately use suffix and prefixes from the Year 3/4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -sion, -sure, -ture, super-, anti-, auto). Use 'a' and 'an' accurately. Begin to use a dictionary to support spelling.</p> <p>Year 4: Spell with high accuracy, with only a few errors in more ambitious vocabulary choices. Use suffixes and prefixes mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in-, im-, ir-, il-, re-, sub-, inter-). Use the full range of spelling rules and patterns listed in the Year 3/4 list mostly accurately. Use dictionaries effectively to support spelling.</p>	<p>Year 5 and 6: Apply the full range of spelling rules and patterns identified in the Year 3/4 appendix. Apply some rules and patterns from the Year 5/6 appendix.</p>