



## English - Writing Progression



### Early Years Foundation Stage – Progression

| Writing: Transcription Spelling |          |  |
|---------------------------------|----------|--|
| Phonics and Spelling Rules      |          |  |
| Three and Four-Year-Olds        | Literacy | <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; writing 'm' for mummy.</li></ul>                                   |
| Reception                       | Literacy | <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></ul> |

| Writing: Transcription Handwriting          |                      |   |
|---|----------------------|---|
| Letter Formation, Placement and Positioning |                      |   |
| Three and Four-Year-Olds                    | 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> |
|   | Literacy             | <ul style="list-style-type: none"><li>• Write some letters accurately.</li></ul>  |



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|           |                      |   |
|-----------|----------------------|---|
| Reception | 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> |
|           | Literacy             | <ul style="list-style-type: none"><li>• Form lower case and capital letters correctly.</li></ul>  |

|     |                      |  |
|-----|----------------------|--|
| ELG | 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> |
|     | Literacy             | <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li></ul>  |

| Writing: Composition          |                            |  |
|-------------------------------|----------------------------|--|
| Planning, Writing and Editing |                            |  |
| Three and Four-Year-Olds      | Communication and Language | <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>  |
|                               | Literacy                   | <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <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; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>   |
|                               | Expressive Arts and Design | <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>   |
| Reception                     | Communication and Language | <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> |

Please see the website for links for the English Appendix 1 and 2.

|     |                            |                                  |  |
|-----|----------------------------|----------------------------------|--|
|     | Literacy                   |                                  | <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <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>• Re-read what they have written to check it makes sense.</li> </ul> |
|     | Expressive Arts and Design |                                  | <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>  |
| ELG | Literacy                   | 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>   |
|     | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>  |

Please see the website for links for the English Appendix 1 and 2.

| Awareness of Audience, Purpose and Structure |                            |          |  |
|--|----------------------------|----------|--|
| Three and Four-Year-Olds                     | 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 to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>  |
| Reception                                    | Communication and Language |          | <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>   |
| ELG  | Communication and Language | Speaking | <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> |
| Writing: Vocabulary, Grammar and Punctuation |                            |          |  |
| Sentence Construction and Tense              |                            |          |  |

Please see the website for links for the English Appendix 1 and 2.

|                          |                            |          |   |
|--------------------------|----------------------------|----------|---|
| Three and Four-Year-Olds | Communication and Language |          | <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</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>   |
| Reception                | Communication and Language |          | <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</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>   |
| ELG                      | Communication and Language | Speaking | <ul style="list-style-type: none"> <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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul> |

Please see the website for links for the English Appendix 1 and 2.

| Use of Phrases and Clauses |                            |          |  |
|----------------------------|----------------------------|----------|--|
| Three and Four-Year-Olds   | Communication and Language |          | <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> </ul>   |
| Reception                  | Communication and Language |          | <ul style="list-style-type: none"> <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>   |
| ELG                        | Communication and Language | Speaking | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| Poetry and Performance     |                            |          |  |
| Three and Four-Year-Olds   | Communication and Language |          | <ul style="list-style-type: none"> <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> </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> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul> |
| Reception                  | Communication and Language |          | <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>   |

Please see the website for links for the English Appendix 1 and 2.

|     |                            |                                  |  |
|-----|----------------------------|----------------------------------|--|
|     | Expressive Arts and Design |                                  | <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>  |
| ELG | Literacy                   | Comprehension                    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>  |
|     | Expressive Arts and Design | Creating with Materials          | <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>  |
|     |                            | Being Imaginative and 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, and (when appropriate) try to move in time to music.</li> </ul> |

Please see the website for links for the English Appendix 1 and 2.





## Clarendon Infants School – Writing Progression



| Non-Fiction |                            |               |  |
|-------------|----------------------------|---------------|--|
| Reception   | Communication and Language |               | <ul style="list-style-type: none"><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></ul>        |
| ELG         | Communication and Language | Speaking      | <ul style="list-style-type: none"><li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul> |
|             | Literacy                   | Comprehension | <ul style="list-style-type: none"><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>                    |

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



### National Curriculum Requirements – Year 1

#### Writing - composition

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher

#### Spelling

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - 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]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing

### Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



| Year 1 Writing Skills  |  |   |
|--|--|---|
| Skills Progression   | Example  | Composition   |
| Plan by talking about ideas  |  | Plan by talking about ideas   |
| Record ideas   |  | Create simple story maps  |
| Oral rehearse sentences before writing down e.g. regularly assessed through talk for writing teaching – directly impacts the outcome at Year 1 |  |   |
| Read own writing aloud clearly   |  |   |
| Form lower case letters capital letters and digits 0 – 9 correctly and understand which letters belong to which family.                        |  |   |
| Leave spaces between words   | Linked to school expectations and policy                       | Use simple narrative features:<br>➤ story language (once upon a time, happily ever after)<br>➤ 'power of three' (he walked and he walked and he walked)<br>➤ repetition (Then he waited and walked...and watched and waited...)<br>➤ figurative language (alliteration, simile) |
| Use names of people places and things  | Identify nouns and that they are different to verbs/adjectives |   |
| Write sequences of linked sentences  |  |   |
| Demarcate sentences using a capital letter   |  |   |
| Demarcate sentences using a full stop  |  | Write stories with characters based on class reading and role play  |
| Join words using 'and' to list in a sentence   |  |   |
| Use 'and' to join simple sentences   | I went to the park and I met my friend (compound sentences)    |   |
| Generally use the present and past tense accurately  | Subject verb agreement:<br>I was/we were                       |   |
| Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'   | Bob<br>Tidworth  | Write stories based on familiar settings:<br>➤ real life<br>➤ traditional stories   |
| Begin to demarcate sentences using question mark   | Does a tiger have stripes?                                     |   |
| Begin to demarcate sentences using exclamation mark  | I love cake!   |   |
|  |  | Use simple language features of non-fiction:  |

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



|   |  |   |
|---|--|---|
| Sequence sentences to form short narratives   | beginning/middle/end from known texts  | <ul style="list-style-type: none"> <li>➤ first person in recounts</li> <li>➤ accurate nouns and verbs</li> <li>➤ some use of specific vocabulary</li> </ul>                             |
| Sequence sentences to form simple non-fiction texts                                       | invitations/recounts/simple reports/letters/postcards  |   |
| Use simple language features for fiction  | adjectives to describe, once upon a time, nouns and pro-nouns                                      |   |
| Use simple language features for non-fiction  | precise nouns, bossy (imperative) verbs for instructions, genre specific features from known texts | Use simple organisational features in fiction: <ul style="list-style-type: none"> <li>➤ beginning, middle and end</li> </ul>  |
| Use simple organisational features in fiction and non-fiction                             | headings, labels and captions, talk for writing structures linked to story maps                    | Use simple organisational features in non-fiction: <ul style="list-style-type: none"> <li>➤ captions</li> <li>➤ instructions in the right order</li> </ul>                              |
| Spell common exception words and compound words e.g. can include edited writing           |  |   |
| Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words |  |   |
| Can spell adjectives ending in er and est   |  | Write for simple audiences and purposes based on real-life experiences: <ul style="list-style-type: none"> <li>➤ thank-you letters, instructions, recounts, reports, stories</li> </ul> |
| Can spell words using the prefix un   |  |   |
| Can spell plural nouns by adding s and es   |  |   |
| Can spell words containing the range of Year 1 phonemes                                   |  | Develop stamina by providing opportunities for children to write more extended pieces of writing.   |
| Reread writing to check it makes sense and make simple changes                            |  |   |
| Proof read and edit their writing   |  |   |
| Write for simple audiences and purposes based on real life experiences                    | linked to topic/quality texts/wow days/opening experiences   |   |
| Write so that other people can understand the meaning of sentences                        | linked to audience and purpose   |   |

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



### National Curriculum Requirements – Year 2

#### Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - 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
  - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

#### Spelling - see [English appendix 1](#)

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - 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
  - learning to spell common exception words
  - learning to spell more words with contracted forms

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - 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)
  - learn how to use:
    - sentences with different forms: statement, question, exclamation, command
    - expanded noun phrases to describe and specify [for example, the blue butterfly]
    - the present and past tenses correctly and consistently, including the progressive form
    - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
    - the grammar for year 2 in [English appendix 2](#)
    - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- 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

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



| Year 2 Writing Skills   |   |  |
|---|---|--|
| Skills Progression  | Example   | Composition  |
| Plan by talking about ideas and vocabulary  |   | Record ideas (eg. through story maps, flow charts..)   |
| Record ideas e.g. story maps/flow charts  |   |  |
| Orally rehearse sentences before writing  |   |  |
| Read their own writing aloud clearly with appropriate intonation                  |   | Orally rehearse sentences before writing   |
| Use simple <i>expanded</i> noun phrases to describe and specify                   | the beautiful, blue butterfly   |  |
| Use commas to list  | I was cold, wet and miserable.  |  |
| Use co-ordination (but/and/or/so)   | I was wet but we still had to go outside.                                   | Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures |
| Use the present and past tenses correctly and consistently                        |   |  |
| Use full stops and capital letters consistently                                   |   |  |
| Use apostrophes for contractions  | don't can't she'd<br>linked to common exception words and phonics programme | Create simple characters in narratives:<br><br>➤ Heroes and villains<br>➤ 1 or 2 main characters<br>➤ Describe appearance, feelings                    |
| Use subordination (when/if/that/because) to add extra information                 | The children were cold because they had forgotten their coats.              |  |
| Use sentences with all different forms: statement, question, exclamation, command | What big ears you have grandma!   |  |
| Use exclamation marks, question marks mostly accurately                           |   | Create simple settings in narratives:<br><br>➤ the woods, under the sea, space, desert island  |
|   |   |  |
|   |   |  |
|   |   | Use the main language features of narrative:<br><br>➤ story language<br>➤ powerful verbs<br>➤ third person   |
|   |   |  |
|   |   |  |

Please see the website for links for the English Appendix 1 and 2.





## Clarendon Infants School – Writing Progression



|  |  |  |
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| Use the progressive continuous verb form   | I was running/ They were shouting  | <ul style="list-style-type: none"> <li>➤ tenses</li> <li>➤ power of three (He wore old shoes, torn trousers and a hat with a hole.)</li> </ul>   |
| Use apostrophes for singular possession  | Tom's coat   |  |
| Use some features of standard written English  | linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why.../story language - revisit sentence forms |  |
| Create simple character in narrative   |  | Use recurring language: <ul style="list-style-type: none"> <li>➤ they searched far and wide</li> <li>➤ in a land far, far away</li> <li>➤ Once there was a boy</li> </ul>  |
| Create simple setting in narrative   |  |  |
| Write about more than one idea and group related information                                       | begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions                 | Use the main language features of non-fiction: <ul style="list-style-type: none"> <li>➤ Imperative verbs for instructions</li> <li>➤ Adverbs such as firstly, next, then</li> <li>➤ Third person for reports</li> </ul>                                  |
| Create simple plot in narrative  | adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions |  |
| Use the main language features of narrative  | noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs  | Use the main organisational features in fiction and non-fiction: <ul style="list-style-type: none"> <li>➤ Clear beginning, middle and end</li> <li>➤ Headings for posters</li> <li>➤ Numbered instructions</li> <li>➤ Information in sections</li> </ul> |
| Use the main language features of non-fiction  | precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time   |  |
| Use the main organisation features of narrative and non-fiction                                    | beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions      | Dialogue may be used in narrative writing with inverted commas beginning to be used accurately.  |
| Spell Y2 common exception words and homophones   |  |  |
| Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals |  |  |

Please see the website for links for the English Appendix 1 and 2.



## Clarendon Infants School – Writing Progression



|  |  |  |
|--|--|--|
| Spell words containing Year 2 phonemes   |  |  |
| Evaluate their writing through discussion and make improvements to clarify the meaning   |  |  |
| Proof read and edit their writing  |  |  |
| Write a range of fictional and real texts for different audiences and purposes   |  |  |
| Write simple poetry  |  |  |
| Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. |  |  |

Please see the website for links for the English Appendix 1 and 2.