

**Writing**

* Form lower-case and capital letters correctly.
* Spell words by identifying the sounds and then writing the sound with letters.
* Write short sentences with words and known letter-sound correspondences using a capital letter and full stop.
* Develop the foundations of a handwriting style which is fast, accurate and efficient.

***Early Learning Goals:***

* *Write recognisable letters, most of which are correctly formed.*
* *Spell words by identifying sounds in them and representing the sounds with a letter or letters.*
* *Write simple phrases and sentences that can be read by others.*
* *Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases;*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Composition** | -Write sentences by sequencing sentences to form short narratives  -Write sentences by re-reading what he/she has written to check that it makes sense | **-**Write for different purposes to develop positive attitudes and stamina for writing  -Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence  -Begin to proof-read my work, recognising simple revisions, corrections and additions that are needed | **-** Draft and write in narratives, creating settings, characters and plots  -Proof-read for spelling errors and punctuation – including full stop, apostrophe, comma, question mark, exclamation mark and inverted commas for speech. | -Draft and write by organising paragraphs around a theme  -Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.  -Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of commas for fronted adverbials. | -Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.  -Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character  -Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining  -Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing  -Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis.  -Use of commas to clarify meaning or to avoid ambiguity | | **-**Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.  -Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  -Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.  -Use verb tenses consistently and correctly throughout a piece of writing.  -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.  -Begin to distinguish between the language of speech and writing and choose the appropriate register  -Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.  Proof-read for spelling errors linked to spellings statements for Year 6 |
| **Vocabulary, Grammar and Punctuation** | -Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his /her writing  -Put words together to make sentences  -Separate words with spaces  Use joining words and join clauses using ‘and’  -Explain what the following words mean: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | -Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.  -Use subordination (using when, if, that, because) and co-ordination (using or, and, but)  -Use expanded noun phrases for description and specification e.g. the man in the moon, the blue butterfly  -Make the correct verb choice and make consistent use of present tense and past tense throughout writing  -Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing  -Use commas to separate items in a list | -Use the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel.  -Express time, place and cause using conjunctions e.g. when, before, after, while, so because, or using adverbs e.g. then, next, soon, therefore, or using prepositions e.g. before, after, during, in, because of.  -Begin to use paragraphs as a way to group related material  -Use sub-headings and headings  -Use the present perfect form of verbs instead of the simple past e.g. **He has gone out to play i**nstead of ‘**He went out to play’**  -Begin to use inverted commas for direct speech  Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas. | -Use the correct form of the verb inflection e.g. **we were** instead of **we was**  -Use fronted adverbials followed by a comma  -Use paragraphs to organise ideas around a theme  -Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.  -Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, “Sit down!”  -Use apostrophes to mark plural possession e.g. the girls’ names  -Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial | -Convert nouns or adjectives into verbs using suffixes e.g. –ate, -ise, -ify  -Understand verb prefixes: dis-, re-, mis-, over-, and re-.  -Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  -Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will must.  -Use devices to build cohesion within a paragraph e.g. then, after, that, this, firstly  -Use brackets, commas or dashes to indicate parenthesis  -Use commas to clarify meaning or avoid ambiguity  -Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | -Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out- discover; ask for- request; go in –enter  -Use the passive voice to affect the presentation of information in a sentence  -Use layout devices e.g headings, sub-headings, columns, bullets, or tables, to structure text.  -Use the colon to introduce a list and the semi-colon within lists  -Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g It’s raining; I’m fed up.  -Use bullet points to list information  - Use the range of punctuation taught at Key Stage 2 mostly correctly.  -Understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points | |
| **Handwriting** | -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’ (i.e. letters that are formed in similar ways) and practise these | -Form lower case letters of the correct size  -Use some of the diagonal and horizontal strokes needed to join letters and know which letters are best left not joined  -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 fits with the size of the letters | -Use more of the diagonal and horizontal strokes needed to join letters and know which letters, when they are next to one another, are best left not joined.  -Write so that most of the letters are easy to read, all the same way up and the same size. Space writing out properly so that my letters do not overlap. | - Use some of the diagonal and horizontal strokes needed to join letters and know which letters, when that next to each other, are best left not joined.  -Write so that most of the letters are easy to read, all the same way up and the same size. Space writing out properly so that my letters do not overlap. | -Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of letter to use when given choices, and deciding whether or not to join specific letters.  -Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited to the task. | | -Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of letter to use when given choices, and deciding whether or not to join specific letters.  -Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited to the task. |