

Oakdene Primary School's Writing: progression of skills

Oakdene Primary School's Writing: progression of skills						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Sycamores	Autumn What Can I See?		Spring What Can I Hear?		Summer What Can I Do?	
<p>Literacy</p> <p>To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session</p>	<p>Enjoy sharing books with an adult. Pay attention and respond to pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>		<p>Pay attention and respond to pictures or the words. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example singing whilst playing. Repeat some words and phrases from familiar stories.</p>		<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example singing whilst playing. Repeat some words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to, For example "That's my Mummy." Make marks on their picture to stand for their name.</p>	
Nursey Cycle 1	Who am I? Where do I live?	Why do leaves go crispy?	Where have all the dinosaurs gone?	Why was the caterpillar so hungry?	Is that a shadow in the Forest?	Where do pirates and mermaids live?
<p>Literacy</p> <p>To include a rigorous phonics programme delivered daily (Letters & Sounds)</p>	<p>Understand the five key concepts of print:</p> <ul style="list-style-type: none"> - Print has meaning - Page sequencing <p>Develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> - Count or clap syllables in a word. 		<p>Understand the five key concepts of print:</p> <ul style="list-style-type: none"> - The names of different parts of a book - Print can have different purposes - We read English from left to right and from top to bottom. <p>Develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhyme 		<p>Engage in extended conversations about stories, learning new vocabulary. 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. Write some letter names accurately.</p>	

and a whole class handwriting session			- Recognise words with same initial sound, such as money and mother. Write some or all of their name.			
Assessment writing piece	My Family.	Hibernation Facts.	Name and talk about favourite dinosaur and why.	Recount story of The Very Hungry Caterpillar.	Recount story of Kipper's Monster	Pirate or mermaid facts.
Nursey Cycle 2	Do you want to be friends?	How many colours in a rainbow	Why can't I eat chocolate for breakfast?	How old is Kipper?	Why did Jack and Jill go up the hill?	How many pebbles are on the beach?
Literacy To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session	Understand the five key concepts of print: - Print has meaning - Page sequencing Develop their phonological awareness, so they can: - Count or clap syllables in a word.		Understand the five key concepts of print: - The names of different parts of a book - Print can have different purposes - We read English from left to right and from top to bottom. Develop their phonological awareness, so they can: - Spot and suggest rhyme - Recognise words with same initial sound, such as money and mother. Write some or all of their name.		Engage in extended conversations about stories, learning new vocabulary. 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. Write some letter names accurately.	
Assessment writing piece	Me and my Friends.	Recount story of Elmer's Rainbow.	Write a list of favourite healthy food.	Recount story of Kipper's Birthday.	Recount Twinkle Twinkle Little Star.	Sea shore facts.
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
Literacy To include a rigorous phonics programme	<i>Word Reading:</i> Develop phonological awareness to support spotting rhymes, recognise words with the same sound.	<i>Word Reading:</i> Read individual letters by saying the sounds for them. Blending CVC words, rhyming, alliteration, knows that print is read from left to	<i>Word Reading:.</i> Blending CVC words. Read simple phrases and sentences made up of words with known letter-sound correspondences.	<i>Word Reading:</i> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words by blending.	<i>Word Reading:</i> Read words by blending. Read aloud simple sentences and books consistent with their phonic knowledge.	<i>Word Reading:</i> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

<p>delivered daily (Letters & Sounds) and a whole class handwriting session</p> <p>Children to read 1-1 with an adult each week plus additional guided reading</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words to read short words. Read some letter groups that each represent one sound and say sounds for them.</p> <p><i>Writing:</i></p> <p>Use some print and letter knowledge in early writing, Write some or all of their name. Write some letters accurately. Write labels, lists, annotate pictures using initial sounds.</p> <p><i>Comprehension:</i></p> <p>Understand the 5 key concepts about print (print has meaning, print has different purposes, we read left to right and top to bottom, the names of parts of a book, page sequencing). Engage in extended conversations about stories.</p>	<p>right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the', help children identify the sound that is tricky to spell.</p> <p><i>Writing:</i></p> <p>Form lower-case and capital letters (from name) correctly. Spell words by identifying the sounds. Labelling pictures, writing lists, retelling stories using previous learnt sounds.</p> <p><i>Comprehension:</i></p> <p>Retell stories related to events through acting/role play. Retelling of stories, editing of story maps and orally retelling stories. Sequence story; beginning, middle and end. Enjoys an increasing range of books</p>	<p>Read a few common exception words. Rhyming strings. Help children to become familiar with digraphs. Read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'night'</p> <p><i>Writing:</i></p> <p>Form lower-case and capital letters (from name and other familiar names) correctly. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Annotating pictures, writing labels.</p> <p><i>Comprehension:</i></p> <p>Retell stories related to events through acting/role play. Retelling of familiar stories, orally retelling stories they have created. Sequence stories using beginning, middle and end. Enjoys an increasing range of books</p>	<p>Read aloud simple sentences and books consistent with their phonic knowledge. Story structure-beginning, middle, end. Read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p><i>Writing:</i></p> <p>Create story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany pictures. Order the Easter story. Labels and captions Character descriptions.</p> <p><i>Comprehension:</i></p> <p>Non-fiction texts Writing information about animals (jungle/farm etc) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p><i>Writing:</i></p> <p>Writing recipes (Little Red Riding Hood) Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p><i>Comprehension:</i></p> <p>Traditional tales. Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story.</p>	<p><i>Writing:</i></p> <p>Story writing, Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character descriptions. Write three sentences using beginning, middle & end.</p> <p><i>Comprehension:</i></p> <p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events. Respond to what they hear with relevant comments, questions and reactions. Understand that a non-fiction is a non-story- gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Assessment writing piece</p>	<p>Who can help us? (non-fiction)</p>	<p>A celebration story (retell)</p>	<p>Space facts/planetarium</p>	<p>Recount of farm visit</p>	<p>Character description</p>	<p>Look what I can do...</p>
	<p>KS1</p>		<p>KS2</p>			
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p><i>Writing transcription spelling</i></p>						

Phonics and spelling rules

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs which have been taught and the sounds which they represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To accurately spell most words containing the 40+ previously taught phonemes and GPCs.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance*, which includes:

- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
- the /ɪ/ sound spelt 'n' before 'k' (e.g. bank,

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

To apply further Y2 spelling rules and guidance*, which includes:

- the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- the /r/ sound spelt 'wr' (e.g. write, written);
- the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or

To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).

To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).

To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).

To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).

To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).

To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).

To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',

e.g. musician, electrician, magician, politician, mathematician).

To spell words with the

To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).

To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).

To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).

To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).

To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).

To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).

To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

	<p>think);</p> <ul style="list-style-type: none"> dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, 	<p>spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <ul style="list-style-type: none"> the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -e to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, 	<p>To spell words ending with the /zher/ sound</p> <p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>/s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>		
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	<p>toy, enjoy, annoy);</p> <ul style="list-style-type: none"> - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, 	<p>brother);</p> <ul style="list-style-type: none"> • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual). 				
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	<p>Tuesday); 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared);</p> <ul style="list-style-type: none">• spelling words ending with -y (e.g. funny, party, family);• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).					
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Common exception words	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
Prefixes and suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable,</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred,</p>

			<p>e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning</p>	<p>exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>reference, referee, preference, transference).</p>
Further spelling conventions	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

		recognise misspellings).				
Writing transcription Handwriting	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - 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.
Joining letters		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

Writing Composition

Planning, writing and editing

To say out loud what they are going to write about.

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To discuss what they have written with the teacher or other pupils.

To reread their writing to check that it makes sense and to independently begin to make changes.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

To use adjectives to describe.

To write narratives about personal experiences and those of others (real and fictional).

To write about real events. To write simple poetry.

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

To begin to use ideas from their own reading and modelled examples to plan their writing.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue)

To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

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.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.

To consistently link ideas across paragraphs.

To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.

To note down and develop initial ideas, drawing on reading and research where necessary.

To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

To use a wide range of devices to build cohesion within and across paragraphs.

To habitually proofread for spelling and punctuation errors.

To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Awareness of audience, purpose and structure.	<p>To notedown and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
	Writing: Vocabulary, Grammar and Punctuation					
Sentence Construction and Tense	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences	To try to maintain the correct tense (including the present perfect tense) throughout a piece of	To always maintain an accurate tense throughout a piece of writing.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might,	To ensure the consistent and correct use of tense throughout all pieces

		<p>with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of phrase and clauses	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>To use the passive voice</p> <p>To use question tags in informal writing.</p>
Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; <p>apostrophes to mark singular possession and contractions.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

Use of terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
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