



Writing Progression Map

Lockington CE VC Primary School



Level Expected at the End of EYFS

The Early Learning Goals that link most closely to the Reading National Curriculum have been selected.

Key Stage 1 National Curriculum Expectations

Year 1

During year 1, pupils build upon work from the Early Years Foundation Stage, making sure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Their understanding that the letters on the page represent the sounds in spoken words should underpin their spelling of all words. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow the curriculum for the Early Years Foundation Stage to develop their spelling and language skills. However, these pupils follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 2

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Key Stage 2 National Curriculum Expectations

LKS2

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Those who

UKS2

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their facility as writers. As in Years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Intent

The ability to write fluently and confidently enables pupils to communicate effectively and supports pupils in participating fully in society. We want to equip our pupils with a strong command of the written word so that they write clearly, accurately and coherently, adapting their language and style for a range of contexts and audiences. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and an ability to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. All pupils should be encouraged to take pride in the presentation of their writing, developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Implementation

Writing is evident in every aspect of our curriculum and different text types are taught throughout the school. The objectives of the National Curriculum are closely followed to ensure that the skills learnt in spelling, punctuation and grammar are embedded and transferred into writing. Lessons are planned so that skills are taught, embedded, revisited and then developed in a sequential way, which promotes learning and retention of knowledge and skills. Fiction writing is modelled on challenging texts. We provide a language rich curriculum and pupils are encouraged and shown how to use interesting and adventurous language in their writing.

We teach English so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers target support to enable pupils to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials or a greater level of modelling for some pupils. Pupils may be given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Year groups have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These are planned to ensure correct coverage of the key genres and build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be used to assess the pupil's skills against the agreed success criteria. Every narrative unit is linked to carefully chosen texts that acts as a stimulus for teaching the identified features that children will be expected to include in their extended writing outcome for that unit.

Spelling rules are taught explicitly using the Nelson Scheme and these are applied throughout the curriculum. There is an expectation that children will spend time at home learning their spellings too.

We expect and encourage children to present their work neatly, so handwriting and fine motor skills are taught explicitly using the Penpals Scheme throughout the school. Pupils are expected to start using a joined script in Year 2 and continue to develop this into Key Stage 2.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Summative assessments are tracked termly. Teachers use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of ongoing written work that pupils produce and their performance in tests such as SATs, Rising Start, NFER and Twinkl, and determine to what extent pupils have met the agreed success criteria for writing. Writing assessment is ongoing in every lesson to help teachers with their planning and to enable appropriate challenge and support to take place. Detailed feedback is provided for pupils to respond to in order to personalise learning. Pupils are provided with opportunities to edit and improve their own writing. A tracker based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. Writing outcomes are carefully moderated and pupil voice also enables leaders to assess the impact of writing across the curriculum.

Impact

Pupils will enjoy writing across a range of genres. Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. Pupils will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience. They will leave primary school being able to effectively apply spelling rules and patterns they have been taught. They will be able to use a fluent, joined and legible handwriting style. The percentage of pupils working at Age Related Expectations will be in line with national averages or above. The percentage of pupils working at Greater Depth will be in line with national averages or above. There will be no significant gaps in the progress of different groups of pupils.

Writing: Transcription Spelling

Phonics and Spelling Rules	
30 – 50 months	
40 – 60 months	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p>
Early Learning Goals	<p>To use their phonic knowledge to write words in ways which match their spoken sounds</p>
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1</p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none">• the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;• the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);• dividing words into syllables (e.g. rabbit, carrot);• the /tʃ/ sound is usually spelt as 'tch' 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:- ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil);
- ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);
- 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, 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);
- 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).

	<p>Year 2</p> <p>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.</p> <p>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).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • 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 spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es 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, brother); • 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).
<p>LKS2</p>	<p>KS2 Writing National Curriculum</p> <p>Year 3</p> <p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p>

	<p>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 ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> <p>Year 4</p> <p>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 /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5</p> <p>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).</p> <p>Year 6</p> <p>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>

Common Exception Words

30 – 50
months
40 – 60
months
Early
Learning
Goals

To write some irregular common words.

KS1

KS1 Writing National Curriculum

Year 1

To spell all Y1 common exception words correctly.*
To spell days of the week correctly.

Year 2

To spell most Y1 and Y2 common exception words correctly.

LKS2

KS2 Writing National Curriculum

Year 3

To spell many of the Y3 and Y4 statutory spelling words correctly.

Year 4

To spell all of the Y3 and Y4 statutory spelling words correctly.

UKS2

KS2 Writing National Curriculum

Year 5

To spell many of the Y5 and Y6 statutory spelling words correctly.

Year 6

To spell all of the Y5 and Y6 statutory spelling words correctly.

Prefixes and Suffixes

30 – 50
months

40 – 60
months
Early
Learning
Goals

KS1

KS1 Writing National Curriculum

Year 1

To use -s and -es to form regular plurals correctly.

To use the prefix 'un-' accurately.

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).

Year 2

To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

LKS2

KS2 Writing National Curriculum

Year 3

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

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.

To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

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).

Year 4

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).

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).

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 exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p>Year 6 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). 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). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
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Further Spelling Conventions	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1 To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>Year 2 To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). 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 recognise misspellings).</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3 To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Year 4 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). To use their spelling knowledge to use a dictionary more efficiently.</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Year 6 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). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning	
<p>30 – 50 months</p> <p>To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and uses it with good control. To copy some letters, e.g. letters from their name.</p> <p>40 – 60 months</p> <p>To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Early Learning Goals</p> <p>To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others.</p>	
<p>KS1</p> <p>KS1 Writing National Curriculum</p> <p>Year 1 To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Year 2 To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>	
<p>LKS2</p> <p>KS2 Writing National Curriculum</p> <p>Year 3 To use a neat, joined handwriting style with increasing accuracy and speed.</p>	

	<p>Year 4 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>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 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. 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>Year 6 To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p>

Joining Letters	
<p>30 – 50 months 40 – 60 months Early Learning Goals</p>	
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1</p> <p>Year 2 To begin to use the diagonal and horizontal strokes needed to join letters.</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3 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>Year 4 To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> <p>Year 6 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	
30 – 50 months	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
40 – 60 months	<p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p>
Early Learning Goals	<p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences, which they and others can, read. Some words are spelt correctly and others are phonetically plausible.</p>
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1 To say aloud 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.</p>

	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p> <p>Year 2</p> <p>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).</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3</p> <p>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).</p> <p>Year 4</p> <p>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.</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5</p> <p>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.</p>

	<p>Year 6</p> <p>To note down 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>
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Awareness of Audience, Purpose and Structure	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>
<p>KS1</p>	<p>KS1 Writing National Curriculum</p> <p>Year 1</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>Year 2</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>LKS2</p>	<p>KS2 Writing National Curriculum</p> <p>Year 3</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>Year 4</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. 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>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5</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. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Year 6</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.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. 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	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To begin to understand ‘why’ and ‘how’ questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>

KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1 To use simple sentence structures.</p> <p>Year 2 To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3 To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Year 4 To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Year 6 To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

Use of Phrases and Clauses	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’).</p>
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1 To use the joining word (conjunction) ‘and’ to link ideas and sentences. To begin to form simple compound sentences.</p> <p>Year 2 To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3 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. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Year 4 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. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 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>Year 6 To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).</p>
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Punctuation	
<p>30 – 50 months 40 – 60 months Early Learning Goals</p>	
<p>KS1</p>	<p>KS1 Writing National Curriculum</p> <p>Year 1 To use capital letters for names, places, the days of the week and the personal pronoun ‘I’. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.</p> <p>Year 2 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; - apostrophes to mark singular possession and contractions
<p>LKS2</p>	<p>KS2 Writing National Curriculum</p> <p>Year 3 To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.</p> <p>Year 4 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>

	To consistently use apostrophes for singular and plural possession.
UKS2	<p>KS2 Writing National Curriculum</p> <p>Year 5 To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.</p> <p>Year 6 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	
<p>30 – 50 months</p> <p>40 – 60 months</p> <p>Early Learning Goals</p>	To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
KS1	<p>KS1 Writing National Curriculum</p> <p>Year 1 To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>Year 2 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.</p>
LKS2	<p>KS2 Writing National Curriculum</p> <p>Year 3 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).</p> <p>Year 4 To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>

UKS2**KS2 Writing National Curriculum****Year 5**

To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

Year 6

To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

References: Hamilton Trust, National Curriculum 2014, Twinkl.