Weald Primary School

[](http://www.weald.kent.sch.uk/)

**Writing Curriculum: Progression of Skills**

in conjunction with Pie Corbett’s teaching guide for progression in writing year by year.

**Oracy and Vocabulary**

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| EYFS  **Sentence stems** I like… I don’t like… One day… Next… In the end... I think...because…  I can see….I can feel  **Vocabulary** Sound**,** word, sentence | Year 1  **Sentence stems** I like/don’t like... because… I think… happened because… I feel that… Next time I … First, next… I agree/disagree because...I can see….I can hear…I can smell….I can taste…I predict  **Vocabulary** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, comma, question mark and exclamation mark. | Year 2  **Sentence stems** I think…  because… They are similar/different because… I know this because… I found… Next time I could… It was interesting because... I like the part where.... I predict that...  **Vocabulary**  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. | Year 3  **Sentence stems**  An argument for/against is… I understand, however... It appears to be… I enjoyed it because… Maybe next time you could try… My opinion is… Building on… I remember that...  **Vocabulary** conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | Year 4  **Sentence stems** An argument for/against is… I understand, however... It appears to be… I understand that depending on… I understand your point of view however… You could improve this work by… It was successful because… Due to the fact that… Most reasonable people would agree that… Due to… Subsequently...  **Vocabulary** determiner, pronoun, possessive pronoun and adverbial | Year 5  **Sentence stems**  In my opinion… I have two main reasons for… In some ways… Another feature… However they also differ… Perhaps some people would argue… Furthermore they… It is clear that… I deduce that… In conclusion… Perhaps the reason… Therefore, in my opinion...  **Vocabulary** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity | Year 6  **Sentence stems**  On the one hand… I am convinced that… Given that… Another feature they have in common… The similarities/differences are significant because… Based on… Having considered… This infers… This suggests… Having considered… This is supported by the fact that… Possible improvements may include… Evidently… Owing to… After consideration/reflection… In summary… The consequences of...  **Vocabulary**  subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points. |

**Text Types and Genres**

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| **EYFS**  **Fiction**  **As the children develop their phonics knowledge our fiction writing will happen through a practise called ‘Drawing Club’ (Term 1 is drawing based and from Term 2 children will begin to write simple words alongside).**  **During Drawing club children are introduced to a new text along with new vocabulary each week.**  **Each week there will be three ‘drawing’ tasks which usually follow the lines of character and setting.**  **The children will then be expected to write about their drawing from Term 5 using a simple sentence.**  **Suggested story texts include:**  Wild by Emily Hughes  Beegu by Alexis Deacon  Yucky Worms by Vivian French  Superworm by Julia Donaldson  A Superhero like You by Dr. Ranj Singh  The Jolly Postman of Other People’s Letters by Janet and Allan Ahlberg  One Day on our Blue Planet in the Savannah by Ella Bailey  Blue Penguin by Petr Horáček  **Suggested traditional tales include:**  Rapunzel by Bethan Woollvin  plus other story texts and traditional tales listed in the ‘Drawing Club’ planning that may be of interest to our cohort.  Traditional and Fairy Tales  Stories with predictable and patterned language  Retelling of stories, sequencing events and role play. Ch. joining in recalling repeated text.  **Non-Fiction**  **Cards**  **Letters**  **Shopping lists**  **Instructions**  **Fact files**  **Registers**  **Factual Writing/labelling**  Demonstrate writing so that children can see spelling in action.  Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).  Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.  Support and scaffold individual children’s writing as opportunities arise  **Fact files** – Non-fiction animal books  **Registers**  **Factual Writing/labelling** –  How to write a letter  in response to Jolly Postman by Janet and Allan Ahlberg  Recording facts/writing labels/captions/non-chronological reports  about worms and animals in the savannah  **Poetry**  Performance poetry, nursery rhymes, poems using pattern and rhyme.  Respond to Beegu by Alexis Deacon and Superworm by Julia Donaldson using poetry  **Nursery Rhymes – children are expected to know a variety of nursery rhymes by the time they leave EYFS** | **Year 1**  **Fiction**  **Narrative and descriptive writing/story setting based on:**  Children explore descriptive writing and generate opinions through reading *Wild* by Emily Hughes and then share and group write.  Children interpret and respond to *Beegu* by Alexis Deacon and write character descriptions.  Children will learn about empathising with a character and using emotive language by reading *Superworm* by Julia Donaldson  and then write in role.  Children will learn about comparison and fairy tales through reading *Rapunzel* by Bethan Woolvin and then perform and re-write a fairy tale.  Children will predict and use role play through reading *A Superhero like You* by Dr. Ranj Singh and then write persuasively in the first person.  Through reading *The Jolly Postman of Other People’s Letters* by Janet and Allan Ahlberg children write their own letters.  **Non-Fiction**  **Non- chronological report writing –**  Children will learn to identify features of non-fiction texts through reading *One Day on our Blue Planet in the Savannah* by Ella Bailey and *Blue Penguin* by Petr Horáček and then create an informative poster and write a non-chronological report.  **Explanation texts and texts for discussion**  *Yucky Worms* by Vivian French  **Poetry**  **Poetry writing using pattern and rhyme**  Children explore poetic language in *Superworm* by Julia Donaldson.  *Beegu* by Alexis Deacon | **Year 2**  **Fiction**  **Descriptive Writing-**  Children explore creative writing through *The Bear and the Piano* by David Litchfield and  *Flat Rabbit* by Bardur Oskarsson and write their own descriptive story.    **Narrative writing**  **(Fantasy) -**  Children explore quest stories through *Lost and Found*, *The Way Back Home* and *Up and Down* by Oliver Jeffers and then write and perform their own quest stories.  **Narrative writing**  **(Traditional Tales and Fables):**  Children explore fables through reading *The Ant and the Grasshopper* and  *The Scorpion and the Frog* by Ruth Merttens and then write dialogue and a fable.  **Recount**-  Children read, sequence and compare dragon stories using *The Dragon Machine* by Helen Ward and Wayne Anderson, *A Small Dragon* by Brian Patten and *The Paper Bag Princess* by Robert Munsch and then write their own story based on one read in class.  **Narrative writing**  **-**  Children will explore stories by the same author by reading *Willy the Wimp*, *Willy the Champ*, *Willy the Wizard* and  *Willy the Dreamer* by Anthony Brown and then write their own version of one of his stories.    **Non-Fiction**  **Instructions**-  Through reading *The Children’s Step-by-Step Cookbook* by Angela Wilkes children explore recipes and write new recipes.  **Biography:**  Children explore biographical writing through reading *The Fantastic Undersea Life of Jacques Cousteau* by Dan Yaccarino and *Manfish: a story of Jacques Cousteau* by Jennifer Berne and then write their own biography.  **Letter Writing**-  Children explore letter writing through *John Patrick Norman McHennessy* by John Burningham and *Dear Teacher* by Amy Husband  and write their own letters.  **Information Text**-  Children distinguish between fiction and non-fiction through reading *Follow the Moon Home* by Philippe Cousteau and Deborah Hopkinson and then write a factual text.  *The Usborne Big Book of Sea Creatures* by Minna Lacy  **Poetry**  **Pupils create pieces of poetry**  Children explore the celebrated poems of Edward Lear and then rewrite a poem write their own limerick.  Children enjoy reading, discussing and writing poems through reading *It’s Behind You! Monster Poems* by Paul Cookson and David Harmer  *In Every Corner* by Ruth Merttens and Anne Holm Petersen  *Aliens Stole my Underpants* by Brian Modes  Using *Happy Poems c*hosen by Roger McGough children read and write poems about pets, treasures and magic pebbles. | **Year 3**  **Fiction**  **Narrative writing-**  Pupils read *I'll Take You to Mrs Cole*and *Dinosaurs and All That Rubbish* by Michael Foreman and write their own version.  **Narrative writing (classic fiction)-**  Through *Fantastic Mr Fox* by Roald Dahl pupils explore plot, character and tension, and write their own exciting stories.  **Narrative writing**  **(Traditional Tales and Fables):**  Pupils read, compare and analyse traditional Indian tales in *Seasons of Splendour* by Madhur Jaffrey, as well as *The Tiger Child*by Joanna Troughton, and write their own versions.  **Narrative writing (myths and legends)-**  Pupils explore Arthurian legends through *King Arthur and the Knights of the Round Table* retold by Marcia Williams and then write their own quest story.  **Narrative writing-**  Children explore plot, character and dialogue through *The Hodgeheg* by Dick King-Smith and then write their own animal adventure.  Children explore the author’s use of characterisation, dilemmas and dialogue in *Dolphin Boy* and  *The Sandman and the Turtles* by Michael Morpurgo, and then write a review as well as their own version of one of the stories.  **Non-Fiction**  **Newspaper recounts-**  Pupils use *Escape to Pompeii* by Christina Balit as a basis for research, taking notes and writing their own newspaper recount.  *The Roman Record* by Paul Dowswell  **Recount /diary writing-**  Children explore recounts and diaries through *The Day I Swapped my Dad for Two Goldfish* by Neil Gaiman and Dave McKean, *Diary of a Killer Cat* by Anne Fine and *Diary of a Lively Labrador* by Ruth Merttens children and then write their own version of a diary.  **Instructions and explanations-**  Through reading *The Ink Garden of Brother Theophane* by C.M. Millen and Andrea Wisnewski and *Purple is Best* by Ruth Merttens children will learn about illuminated manuscripts and making dyes, and then go on to write their own set of instructions and explanation.  **Non chronological reports-**  Children explore non-chronological reports about video games and write their own informal and formal reports.    **Persuasive writing**  Children design and write their own poster advert persuading  /informing the reader about healthy lifestyles.  **Poetry**  **Explore, write and perform-**  Pupils use *Let’s Celebrate! Festival Poems from Around the World* edited by Debjani Chatterjee and Brian D’Arcy to explore, write and perform celebration poetry. | **Year 4**  **Fiction**  **Narrative writing – fantasy**  *How to train your dragon*    **Narrative writing-**  **Modern fiction**  *Mr Stink* by David Walliams  **Narrative writing-**  **Familiar settings**  *Horrid Henry* – Francesca Simons  **Narrative writing- stories that raise issues**  Rainforest Stories from *The Great Kapok Tree* by Lynne Cherry  **Narrative writing-stories from another culture**  *Africa Tales* - R Griffin & G Mhlophe  **Non-Fiction**  **Non-chronological report**  *Cool Architecture*  **Persuasive writing**  Save the rainforests from *Where the Forest Meets the Sea*  Animals in captivity – *Zoo* by Anthony Browne  **Recount**  *Narrow Escape* from *Little Mouse’s Big Book of Fears*  **Newspaper Report**  *Scary Event* from *Little Mouse’s Big Book of Fears*  **Poetry**  **Nature Poems**  *I am the seed that grew a tree: A nature poem for every day of the year* – Fiona Waters  **Poems exploring narrative**  *The Works* and *Read me 1* | **Year 5**  **Fiction**  **Narrative Writing - Adventure**  *The Explorer. Pupils re-write The First 9 plot points of The Explorer, carefully stacking sentences. They then innovate the story, with the plane crash occurring in a different location.*  **Narrative writing -Overcoming obstacles**  *One Small Step Taiko Studios*  *Pupils watch One Small Step, plot point by plot point and write a narrative account of what happens. The children then innovate the story, switching the main character to be Luna’s daughter and tracking their choice of her chosen career.*  **Narrative – Fantasy**  *The firework Maker’s daughter.*  *Children write a descriptive account of the first 6 plot points in*  **Narrative - Mystery**  *The Nowhere Emporium*  *Children write a descriptive account of the first 6 plot points in TNE, heavily modelled as a class but children encouraged to stamp their own word choices and to deepen the model. Innovate the story as an independent write.*  **Non-Fiction**  **Non-chronological report**  Emperor Penguins. Together research Emperor Penguins and model writing a NC report. Children then research their own Antarctic animal and write a report independently.  **Explanatory Blog** *The Rewilding Manual for Schools*  **Balanced Argument**  Screen Use  **Non-fiction Writing a newspaper article**  Mountaineers.  As part of their Geography topic, children write a newspaper account of mountaineers persevering for a mountain climb.  **Historical Report**  Ancient Greeks  **Poetry**  **Poetry writing and performance poetry**  *The Malfeasance* by Alan Bold  **Poetry writing**  *The most dangerous animal in the world.*  Children explore the rhyming pattern of TMDAitW. The children then research annoying animals. As a class we write the first 2 stanzas and they then go on to complete their poems as independent writes. | **Year 6**  **Fiction**  **Narrative writing - Adventure**  *The Explorer. Pupils re-write The First 9 plot points of The Explorer, carefully stacking sentences. They then innovate the story, with the plane crash occurring in a different location.*  **Narrative –Harry Potter (The Philosopher’s Stone)**  **Writing a prequel- endurance story**  *The Arrival*  (graphic novel) Shaun Tan  Pupils carefully immerse themselves into the world of Maria through the graphics of Shaun Tan and recreate her experiences in descriptive writing. They then innovate the story, adapting it as a sequel, tracing similar plot points.  **First person Narrative**  *Window* by Jeannie Baker  Narrative – Fantasy  *The firework Maker’s daughter*  **Non-Fiction**  **Non-fiction -Persuasive Letter**  Letter to Mr Scrooge (*Christmas Carol*).  Children consider a modelled letter to The Grinch’s dog, imploring him to change the Grinch’s attitude to Christmas. Chn then read an abridged Christmas Carol and research Victorian Britain before writing as similar letter to Mr Scrooge.  **Formal Letter**  Letter to school governors  Children write to the school governors, detailing their experiences of being a pupil at Weald Primary School.  **Persuasive/informative speech**  *Greta* by Greta Thunberg  **Information Text**  Amazon Fact file  As part of our learning connected to The Explorer, children research the Amazon Jungle and create a fact file (to support their narrative writing).  **Writing a Newspaper Article**  Trojan Horse  **Poetry**  **Poetry writing**  *Christmas Haikus*  *Children read and explore many Christmas Haikus before using the format to create their own as a class, and then, individually.*  **Poetry Writing and Performance**  *If* by Rudyard Kipling |

**Phonics and Spelling Rules**

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| EYFS  To write recognisable letters, most of which are correctly formed. (ELG: Writing)  To spell words by identifying sounds (Fred Talk the word) in them and representing the sounds with letter or letters. (ELG: Writing)  To use their phonic knowledge to write words in ways which match their spoken sounds.  To write some irregular/tricky common words. | Year 1  To write from memory, simple dictated sentences containing the GPCs and words taught so far.  To spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.  To spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.  To spell most common exception words in the YR 1 spelling appendix.  To recognise and spell a set of simple compound words.  To understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.  To name the letters of the alphabet in order. | Year 2  To write from memory, simple dictated sentences which include familiar words and GPCs.  To spell common decodable two and three syllable words which include familiar graphemes.  To accurately spell words with suffixes –ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.  To spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.  To spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.  To spell some common contractions accurately e.g. it’s, can’t, didn’t; or to mark singular possession e.g. Mark’s football. | Year 3  To write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.  To use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.  To spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.  To write words spelt ei, eigh or ey e.g. vein, weight, obey.  To spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;  To embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys’ coats.  To spell some words from the YR 3-4 statutory word list. | Year 4  To write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.  To use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.  To add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically.  To write words spelt ch e.g. scheme, chemist, chef.  To spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.  To use apostrophes to mark singular and plural possession e.g. the girl’s name; the girls’ names; include irregular plurals e.g. children’s bags.  To spell most words from the YR 3-4 word list. | Year 5  To write from memory, dictated sentences which include words from the KS2 curriculum.  To spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.    To spell correctly words with letters which are not sounded e.g. knight, solemn.  To use the hyphen to join a prefix to a root e.g. re-enter.  To spell some homophones from the YR 5-6 spelling appendix.  To spell most words from the YR 3-4 statutory word list and some words from the YR 5-6. | Year 6  To write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.  To use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.  To use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.  To spell some challenging homophones from the YR 5-6 spelling appendix.  To spell most words from the YR 5-6 statutory word list. |

**Writing Transcription: Handwriting and Presentation**

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| EYFS  To hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases. (ELG: Fine Motor Skills)  To begin to show accuracy and care when drawing. (ELG: Fine Motor Skills)  To negotiate space and obstacles safely, with consideration for themselves and others. (ELG: Gross Motor Skills)  To write recognisable letters, most of which are correctly formed. (ELG: Writing)  To show good control and coordination 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. Use RWIletter formation when ready.  To write simple sentences which can be read by themselves and others. | Year 1  To form and orientate most letters correctly, including lower case, capital letters and digits; there may be some inconsistency in size.  To form capital letters correctly for some names of people, places and the days of the week.  To use finger spaces between words, although inconsistently.  To sit most letters on the line correctly. | Year 2  To hold pencil correctly.  To write legibly.  To consistently form all letters and digits in the correct size, orientation and relationship to one another.  To space appropriately to the size of letters.  To correctly join some letters, according to the school’s handwriting approach. | Year 3  To write legibly.  To write letters that are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.  To usually space writing sufficiently so that ascenders and descenders do not meet.  To correctly join appropriate letters, according to the school’s handwriting approach. | Year 4  To write legibly.  To consistently form all letters and digits in the correct size, orientation and relationship to one another.  To space writing sufficiently so that ascenders and descenders do not meet.  To consistently join appropriate letters. | Year 5  To write legibly and increasingly fluently. (Quality may not be maintained at speed.)  To correctly choose whether to join handwriting or print letters e.g. to label a diagram. | Year 6  To write legibly and fluently.  (Quality may not be maintained at speed.)  To correctly choose whether to join handwriting or print letters e.g. to label a diagram. |

**Writing Composition: Planning, Editing, Purpose and Audience**

**Teaching sequence for writing:**

1. **Familiarisation with genres/text type**
2. **Capturing ideas/Oral rehearsal**
3. **Teacher demonstration**
4. **Teacher scribing/Supported writing/Guided Writing**
5. **Independent Writing**

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| EYFS  To make comments about what they have heard and ask questions to clarify their understanding. (ELG: Listening, Attention and Understanding)  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate. (ELG: Speaking)  To express their ideas and feelings  using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG: Speaking)  To spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG: Writing)  To write simple phrases and sentences that can by read by others.(ELG: Writing)  To develop their own narratives and explanations by connecting ideas or events.  To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Year 1  To compose sentences orally before writing; talk about where the sentence begins and ends.  To attempt to write appropriately to the task.  To sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.  To compose orally and write simple poems.  To re-read writing to check it makes sense.  To discuss own writing with others; make simple changes where suggested, using purple pen. | Year 2  To compose sentences orally.  To use the drafting process to gather and write down ideas and key words.  To write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.  To write about real events, maintaining form and purpose.  To compose orally and write poetry in a variety of forms.  To re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.  Imitation: ‘boxing-up’ (analysis of texts and giving ch. access to quality texts, re-telling of learned stories), word games, ch. involved in expressive oral re-telling, role play, hot-seating;  Innovation: planning and shared writing stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;  Invention: independent writing, creating a ‘new’ story, report etc…. | Year 3  To compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.  To write to suit purpose, and show some features of the genre being taught.  To create chronological narratives; write in sequence. Write simple beginning, middle, ending.  With scaffold, to organise sections broadly, within a theme.  To use headings and subheadings to aid presentation.  To describe characters, settings and /or plot in a simple way, with some interesting details.  To evaluate own and others’ writing, with direction; re-read and check own writing; make changes.  Imitation: ‘boxing-up’ (analysis of texts and giving ch. access to quality texts, re-telling of learned stories), word games, ch. involved in expressive oral re-telling, role play, hot-seating;  Innovation: planning and shared writing stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;  Invention: independent writing, creating a ‘new’ story, report etc…. | Year 4  To discuss and develop initial ideas in order to plan and draft before writing.  To write to suit purpose and with a growing awareness of audience, using some appropriate features.  To organise writing into sections or paragraphs, including fiction and non-fiction.  To appropriately use a range of presentational devices, including use of title and subheadings.  To use dialogue, although balance between dialogue and narrative may be uneven.  To describe characters, settings and plot, with some interesting details.  To evaluate own and others’ writing; proof read, edit and revise.  Imitation: ‘boxing-up’ (analysis of texts and giving ch. access to quality texts), word games, ch. involved in expressive oral re-telling, role play, hot-seating;  Innovation: planning and shared writing stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;  Invention: independent writing, creating a ‘new’ story, report…. | Year 5  To discuss and develop initial ideas in order to plan and draft before writing.  To write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.  To organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)  To use a range of presentational devices, including use of title, subheadings and bullet points.  To use dialogue to indicate character and event.  To describe characters, settings and plot, with growing precision.  To find key words and ideas; begin to write a summary.  To evaluate own and others’ writing; with direction, proof read, edit and revise.  Imitation: ‘boxing-up’ (analysis of texts and giving ch. access to quality texts, re-telling of learned stories), word games, ch. involved in expressive oral re-telling, role play;  Innovation: planning and shared writing stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;  Invention: independent writing, creating a ‘new’ story or report…. | Year 6  To discuss and develop ideas; routinely use the drafting process before and during writing.  To adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.  To use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.  To use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.  To use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.  To integrate dialogue to convey character and advance the action.  To describe characters, settings and atmosphere, with some precision.  To summarise longer passages, when required.  To evaluate own and others’ writing; proof read, edit and revise.  Imitation: ‘boxing-up’ (analysis of texts and giving ch. access to quality texts, re-telling of learned stories), word games, ch. involved in expressive oral re-telling, role play, hot-seating;  Innovation: planning and shared writing stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;  Invention: independent writing, creating a ‘new’ story or a report…. |

**Grammar, Punctuation and Vocabulary**

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| EYFS  To make comments about what they have heard and ask questions to clarify their understanding. (ELG: Listening, Attention and Understanding)  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate. (ELG: Speaking)  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.  To begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’).  To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | Year 1  To write sentences or sentence-like structures which can be clearly understood.  To often use ‘and’ to join words and clauses.  To sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.  To sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’.  To sometimes include adjectives for description.  To begin to use some features of Standard English e.g. I did. | Year 2  To write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.  To co-ordinate sentences using and, or, but.  To sometimes use subordination e.g. when, if, because.  To demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.  To use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.  To identify word classes: noun, adjective, verb and adverb.  To choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.  To use appropriate features of Standard English. | Year 3  To write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.  To express time, place and cause using conjunctions e.g. when, before, after, while, so, because.  To use coordinating and simple subordinating conjunctions to join clauses.  To identify and use a range of prepositions.  To demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.  To identify direct speech and begin to use inverted commas for direct speech.  To consolidate knowledge of word classes: noun, adjective, verb, adverb.  Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel.  To usually use the past or present tense appropriately.  To sometimes use the present perfect e.g. He has gone out to play. | Year 4  To write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.  To use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.  To vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he…  To use expanded noun phrases and adverbial phrases to expand sentences.  To use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.  To use inverted commas accurately for direct speech.  To identify the correct determiner e.g. a, an, these, those.  To usually use the past or present tense, and 1st/3rd person, consistently. | Year 5  To write a range of sentence structures which are grammatically accurate. Understand ‘relative clause’ which begins with relative pronouns: who, which, where, when, whose.  To demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.  To indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.  To usually maintain correct tense.  To begin to recognise active and passive voice.  To identify and select determiners.  To choose vocabulary and grammar to suit formal and informal writing, with guidance.  To use vocabulary which is becoming more precise.  To use a dictionary and thesaurus to check the meaning of words and expand vocabulary. | Year 6  To write a range of clause structures, varying their position within the sentence.  To use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently.  To use modal verbs to indicate degrees of possibility.  To maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.  To understand and use active and passive voice.  To identify the subject and object.  To identify synonym and antonym.  To select vocabulary and grammar to suit formal and informal writing, mostly correctly.  To use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.  To use a dictionary and thesaurus to define words and expand vocabulary. |

**For Phonics and Spelling Rules: these are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.**

**Authorial Effect: purpose and audience/vocabulary/effect on the reader**

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| EYFS  Communicate with the reader in simple ways  Tell the reader orally something about themselves  Relate orally a real event  Provide information with a label or caption e.g. for a shop or role play area  Write their name on their work  Write simple expressions and orally explain what they say  Use some of the vocabulary they know to support the context of their writing | Year 1  Communicate coherently and effectively with the reader  Talk with the adult about the purpose of the writing and who the audience will be  Plan and discuss what they are going to write about, and record ideas  Orally compose sentences to check for meaning and effect  Use vocabulary which has an effect on the reader e.g. to frighten or surprise them  Play with words in different kinds of poems and talk about preferences  Draw on vocabulary and phrasing of books read aloud or independently  In discussion with others, assess the effectiveness of their own writing for the audience  Consider the sound of varied sentences to interest the reader  Read aloud their own writing to check it makes sense | Year 2  Communicate coherently and effectively with the reader:  Talk with the adult about the purpose of the writing and who the audience will be  Plan and discuss what they are going to write about, and record ideas  Orally compose sentences to check for meaning and effect  Use vocabulary which has an effect on the reader e.g. to frighten or surprise them  Play with words in different kinds of poems and talk about preferences  Draw on vocabulary and phrasing of books read aloud or independently  In discussion with others, assess the effectiveness of their own writing for the audience  Consider the sound of varied sentences to interest the reader  Read aloud their own writing to check it makes sense | Year 3  Communicate coherently and effectively with the reader:  Talk with the adult about the purpose of the writing and who the audience will be  Plan and discuss what they are going to write about, and record ideas  Orally compose sentences to check for meaning and effect  Use vocabulary which has an effect on the reader e.g. to frighten or surprise them  Play with words in different kinds of poems and talk about preferences  Draw on vocabulary and phrasing of books read aloud or independently  In discussion with others, assess the effectiveness of their own writing for the audience  Consider the sound of varied sentences to interest the reader  Read aloud their own writing to check it makes sense | Year 4  Communicate coherently and effectively with the reader  Know the purpose of the writing and who the audience will be  Read and discuss similar texts to consider the effect on the reader  Orally rehearse dialogue for effect; what does it tell the reader?  Use vocabulary to create mood and atmosphere e.g. of settings or feelings  Use new and less familiar vocabulary to add further detail and interest  Experiment with words and their placement, including in poetry, discussing the effect of making changes  Experience and discuss formality within texts, and how it contrasts with informality  Assess the effectiveness of their own and others’ writing, and suggest/make improvements | Year 5  Communicate coherently and effectively with increased confidence, independence and audience awareness  Identify audience / different possible audiences  Identify purpose and how the pupil intends to affect that audience  Use other similar writing as models for their own  Plan writing, noting and developing initial ideas  Draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience  Begin to write in formal ways  Describe e.g. settings, character, atmosphere, using well-chosen vocabulary  Experiment with and discuss vocabulary and effect when writing poetry  With adult support, integrate dialogue to convey character and advance the action | Year 6  Communicate coherently and effectively with increased confidence, Independence and audience awareness  Independently identify purpose and potential audience/s, and the intended effect of their writing upon them  Draw on reading and research to select context and vocabulary  Plan writing, noting and developing ideas, either independently or through peer discussion  Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience  Read work aloud to check its intended effect  Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader |

**Sentence Building: sentence as a unit of meaning/associated punctuation**

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| EYFS  Captions and labels  Expressions through simple phrases and sentences which can be read by others  Capital letter for name  Sentence punctuation modelled by adult | Year 1  Sentence-like constructions and some successful sentences  Commonly uses *and* to join clauses Uses capital letter to name some proper nouns  Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect  Follow RWI ‘read, write, hold a sentence’ in order to build and write sentences. | Year 2  Mainly writes coordinating sentences, but with some subordination e.g. using *because, when* and *if*  Includes lists within sentences  Sometimes writes questions  Writes sentences in different forms e.g. statement, command, exclamation  Usually maintains tense e.g. simple past or present tense  Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect  Commas in lists  Apostrophe for singular possession and contractions | Year 3  Writes a variation of coordinating and subordinating sentences  Writes questions  Uses the adult model of fronted adverbials  Uses the adult model of including dialogue in narratives  Maintains the tense e.g. simple past, present tense and progressive tensed  Sentences are mostly demarcated  Commas in lists  Beginning to use commas between clauses  Beginning to use inverted commas for dialogue  Uses apostrophe for regular plurals | Year 4  Varies position of the main clause within sentences, either before or after the subordinating clause  Successfully uses fronted adverbials to open sentences  Writes more complex lists of longer items  Includes dialogue within narratives  Uses a range of tenses accurately, maintaining the chosen tense  All sentences demarcated  Commas between clauses  Commas after fronted adverbials  Uses a colon to introduce a long list  Uses inverted commas accurately for dialogue | Year 5  Includes parenthesis within sentences  Uses relative conjunctions e.g. *that, which, who*  Writes short, irregular sentences for effect  Begins to use the passive voice  When tense is varied, it is appropriate to the writing  Writes dialogue alongside narrative successfully  Writes two main clauses within the same sentence  Uses punctuation associated with parenthesis, e,g, pair of commas / pair of dashes / brackets  Uses all internal punctuation within speech  Begins to use alternative punctuation to separate  two main clauses e.g. semi-colon / colon | Year 6  Controls a varied range of sentences, including parenthesis  Writes dialogue accurately and independently  Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present  Uses a range of punctuation to demarcate parenthesis  Independently uses commas to separate clauses and avoid ambiguity  Uses semi-colons and colons to separate clauses  Independently uses all punctuation. associated with dialogue  Uses single inverted commas to cite a quotation |

**Text Building: sequence and cohesion/text structure/appropriate genre**

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| EYFS  Write a label to name something  Write an instruction e.g. on a label in the class role play area  Write a simple caption e.g. to go with a picture or photograph  Write a sentence about an experience  Write a sentence to go with an event  Write a sentence to describe a character  Sometimes join a few ideas together e.g. two or three phrases/ sentences | Year 1  Sequence ideas to form a short and simple narrative\* (oral and written) based on a known story, sometimes using a pictorial story map as a guide  Sequence ideas to recount a real experience  Write a title  Write to the simple purpose of the task, relating content to that purpose  Use the adult’s model to write a non-rhyming poem e.g. as a ‘list’ of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens) | Year 2  Sequence sentences and ideas to form a simple, coherent narrative\* (oral and written) which makes sense  In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale  Sequence ideas correctly to record a real experience or event  Sequence instructions in the right order, using some conjunctions for clarity  Write to the purpose of the task, choosing content appropriately  With guidance, write information about a given topic, organising into sections;  Write a title and sometimes add subheadings for different sections  Use a scaffold to write poems in different ways, using other poems as models | Year 3  Use adult model to begin to organise paragraphs, as a way to group related material  In story-writing create settings, characters and plot, using a shared text to gather ideas  Include headings and sub-headings in non-narrative writing  Sequence ideas chronologically, using a range of conjunctions to make the sequence clear  Using the adult model, begin to use fronted adverbials to vary sentence openings  Maintain correct tense to achieve cohesion through the piece  Begin to recognise and use some features of the chosen genre  Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold | Year 4  With some independence, organise paragraphs around a theme  Create settings, characters and plot when writing stories, sometimes innovating with own ideas  Independently include headings and sub-headings in non-narrative writing  Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity  Independently use fronted adverbials to open some sentences  Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition  Maintain correct tense to achieve cohesion, sometimes managing change of tense when required  Know and use some features of the chosen genre  Write poems in different forms e.g. haiku / list / free verse / narrative poetry | Year 5  With some independence, organise information from beginning to end, using meaningful paragraphs  Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. *later, nearby*; or tense choices e.g*. he had seen her before*  Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece  With adult model, begin to write a précis of longer passages  Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points  Sustain and adjust tense accurately through the piece | Year 6  Independently organise information from beginning to end, using meaningful paragraphs  Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as *on the other hand, in contrast*, *as a consequence;* and ellipsis.  Write a summary of longer passages  Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text  Ensure consistent and correct use of tense through the piece  Confidently use the features of a wide range of genres across narrative and non-narrative forms  Write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc. |