



Nutgrove Methodist Primary School

Writing Progression of Skills and Knowledge



RECEPTION

Early Years Foundation Stage

Educational Programme

Literacy

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Physical Development

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goal

Literacy ELG:

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Physical Development ELG:

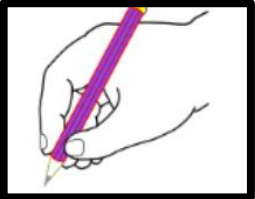
ELG: Fine Motor Skills

Children at the expected level of development will:


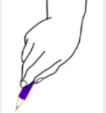

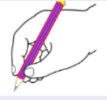
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

RECEPTION

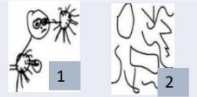


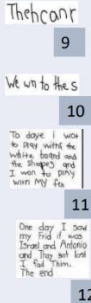
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> Say a phrase and simple sentence. 	<ul style="list-style-type: none"> Begin to sequence sentences in a story. 	<ul style="list-style-type: none"> Write simple sentences.
<u>Punctuation</u>	<ul style="list-style-type: none"> Recognise a capital letter at the start of a name and a sentence. 	<ul style="list-style-type: none"> Mostly use full stops and capital letters in the correct places. 	<ul style="list-style-type: none"> Mostly use full stops and capital letters in the correct places. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> Begin to write words and phrases with <i>known sound-letter correspondences</i>. 	<ul style="list-style-type: none"> Begin to rehearse what to write orally before writing. Begin to independently <i>write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i> mostly correctly (Phase 2 and Phase 3). 	<ul style="list-style-type: none"> Rehearse what to write orally before writing. Write simple phrases and sentences that can be read by others.
<u>Composition and Effect</u>	<ul style="list-style-type: none"> Write their first name correctly. Use some identifiable letters (Set 1) to communicate meaning and use them to write words, captions, sentences and labels. 	<ul style="list-style-type: none"> Write their first name and surname correctly with a capital letter for each. Use mostly correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> ELG: Writing Children at the expected level of development will: Write simple phrases and sentences that can be read by others.
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> Read back their writing <i>Re-read what they have written to check that it makes sense.</i> 	<ul style="list-style-type: none"> Read back their writing <i>Re-read what they have written to check that it makes sense.</i> 	<ul style="list-style-type: none"> Read back their writing <i>Re-read what they have written to check that it makes sense.</i>

<p>Handwriting</p>	<p>Form recognisable letters (Set 1).</p>	<ul style="list-style-type: none"> • Form recognisable letters (Set 1). • Sit on a chair with a straight back and feet on the floor. • Control finer tools when playing with dough. • Use a tripod grasp. • <i>Form lower-case and capital letters correctly.</i> 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.
<p>Spelling</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s (Set 1). Segment and blend the sounds in simple words and name sounds (Set 1). Spell 'Tricky Red Words' from Little Wandle Red Books mostly correctly.</p>	<ul style="list-style-type: none"> • <i>Spell words by identifying the sounds and then writing the sound with letter/s</i> (Phase 2 and Phase 3). • Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3). • Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly. 	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>

The stages of grip development

16-26 months	22-36 months	30-50 months	40-60 months
 <p>Fist Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p>Palmer Grasp and</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.</p>	 <p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p>Tripod Grasp (Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

The stages of writing development
For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p>1</p> <p>2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	 <p>3</p> <p>4</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	 <p>6</p> <p>7</p> <p>8</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be read because it looks like other letters they have seen.</p> <p>We now see letter groups and print from the environment.</p>	 <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>We then see inventive spelling including vowels.</p> <p>Finally we have transitional writing with better attempts and spelling including punctuation.</p>

YEAR 1 WRITING

	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> Orally compose and begin to develop / write a simple sentence in response to a stimulus. 	<ul style="list-style-type: none"> Write a simple sentence (sometimes with a frame including different sentence starters). 	<ul style="list-style-type: none"> Write 3-5 simple sentences.
<u>Punctuation</u>	<ul style="list-style-type: none"> Identify capital letters and full stops when reading. Begin to use a capital letter and/ or full stop when writing a sentence. 	<ul style="list-style-type: none"> Begin to demarcate simple sentences using a capital letter and a full stop. Identify a question mark and the capital letter 'I' when reading and in shared writing. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> Use full stops and capital letters consistently in 3-5 sentences. Use a question mark to demarcate questions. Recognise the exclamation mark when reading. Use the capital 'I' accurately.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> Sequence pictures/ events from a story and orally retell (may use <i>'and, then, next, first, finally'</i> etc... 	<ul style="list-style-type: none"> Sequence events orally using <i>'and.'</i> Begin to use <i>'and'</i> to join phrases in own sentences. 	<ul style="list-style-type: none"> Sequence events in writing. Use <i>'and'</i> to join phrases and clauses.
<u>Composition and Effect</u>	<ul style="list-style-type: none"> Orally plan and sequence ideas for writing. Use vocabulary from the stimulus. Discuss what they have written with the teacher or other pupils. Compose a sentence orally before writing it. 	<ul style="list-style-type: none"> Use word banks during shared writing and begin to use vocabulary in their own writing. Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Use accurate vocabulary when writing 3-5 sentences. Sequence sentences to form short narratives.
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> Say a sentence and count the words. during shared writing, can support <i>'say it, count it, write it and check it'</i>. 	<ul style="list-style-type: none"> Re-read their own sentence to check that it makes sense. Participate in group proof reading activities. 	<ul style="list-style-type: none"> Re-read their own sentence to check that it makes sense. Participate in group proof reading activities.

<u>Perform</u>	<ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher
<u>Handwriting</u>	<ul style="list-style-type: none"> • Hold pencil with preferred grip and form lower case letters with developing accuracy. • Form capital letters. • Form digits 0-9 • Separate words with a prompt or spacer. 	<ul style="list-style-type: none"> • Start and finish letters in the right place. • Separate words with spaces. 	<ul style="list-style-type: none"> • Correctly orientated letter formation. • Understand which letters belong to which handwriting ‘families’ and practise these.
<u>Spelling</u>	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught common exception words (CEW). • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. 	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught CEW. • Spell the days of the week. • Use spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, • Use prefix un - • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught CEW. • Spell words containing each of the 40+ phonemes taught. • Spell common exception words. • Use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words. • apply simple spelling rules and guidance from Appendix 1 of NC.

YEAR 2 WRITING – must include Summer from Year 1

<ul style="list-style-type: none"> • Genres: writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 			
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> • Use noun phrases for description. • Write statements, commands and questions. 	<ul style="list-style-type: none"> • Write sentences using the exclamation mark – exclamatory statements and exclamations. • Write sentences using commas in a list for description. • Use expanded noun phrases. 	<ul style="list-style-type: none"> • Use contractions appropriately and accurately.
<u>Punctuation</u>	<ul style="list-style-type: none"> • Use full stops, capital letters and question marks consistently. • Read words with the apostrophe for contraction. 	<ul style="list-style-type: none"> • Use the exclamation mark consistently. • Use commas in a list. 	<ul style="list-style-type: none"> • Use the apostrophe for contraction and singular possession correctly most of the time.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> • Use some co-ordinating conjunctions purposefully (for example <i>and, but, so, or</i>) and subordinating conjunction (<i>because</i>). • Use past tense accurately most of the time. • Expanded noun phrases for description and specification. 	<ul style="list-style-type: none"> • Use co ordinating conjunctions purposefully (<i>and, but, or & so</i>) and sub ordinating conjunctions accurately (<i>because, if & when</i>). • Use present tense accurately most of the time. • Use a planning template to plan writing. • Use sentences with different forms: statement, question, exclamation, command. 	<ul style="list-style-type: none"> • Use the progressive tense accurately most of the time. • Use some features of written Standard English. • Formation of nouns using suffixes (e.g. –ness, –er) and by compounding (e.g. whiteboard, superman). • use of the suffixes (e.g. –er, –est) in adjectives and the use of –ly in Standard English to turn adjectives into adverbs within writing. • Formation of adjectives using suffixes (e.g. ful, –less) used in writing, • Transfer material from the plan to the writing.
<u>Composition and Effect</u>	<ul style="list-style-type: none"> • Write simple, coherent narratives. • Plan or say out loud what they are going to write about. 	<ul style="list-style-type: none"> • Write about real events accurately (recount; report and instruct). • Re-read to check writing makes sense and that verbs to indicate time 	<ul style="list-style-type: none"> • Write for a range of purposes – simple and coherent. • Re-read to check writing makes sense and that verbs to indicate time are

	<ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary. • Encapsulate what they want to say, sentence by sentence. 	are used correctly and consistently, including verbs in the continuous form.	used correctly and consistently, including verbs in the continuous form.
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> • Make simple corrections to own writing. Contribute to group activities where the focus is making additions or revisions. 	<ul style="list-style-type: none"> • Make simple additions to their writing. • Evaluate their writing with the teacher and other pupils. 	<ul style="list-style-type: none"> • Make simple revisions to their writing. • Proof-read to check for errors in spelling, grammar and punctuation
<u>Perform</u>	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear.
<u>Handwriting</u>	<ul style="list-style-type: none"> • Many letters are the correct formation and size. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 	<ul style="list-style-type: none"> • Most letters are the correct formation and size. • Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Begin to join letters.
<u>Spelling</u>	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught CEW. • Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught CEW. • Distinguish between homophones and near-homophones learning the possessive apostrophe (singular). 	<ul style="list-style-type: none"> • Phonetically plausible in line with what has been taught. • Spell and apply taught CEW. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • Learn to spell common exception words. • Learn to spell more words with contracted forms. • Apply spelling rules and guidelines from Appendix 1 (see NC).

YEAR 3 WRITING – must include summer from Year 2

Genres: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> Write multi-clause sentences using both co ordinating and sub ordinating conjunctions. 	<ul style="list-style-type: none"> Write dialogue to convey character in narrative. Understand and use adverbs effectively. 	<ul style="list-style-type: none"> Use prepositions and adverbials accurately. Write effective dialogue to convey character in narrative.
<u>Punctuation</u>	<ul style="list-style-type: none"> Begin to use the comma after the subordinate clause. 	<ul style="list-style-type: none"> Use the comma after the subordinate clause accurately. Begin to use inverted commas accurately to demarcate dialogue. 	<ul style="list-style-type: none"> Use inverted commas and internal punctuation when writing dialogue.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> Identify and discuss non-narrative cohesive devices when reading (title; introduction; sub-heading; caption & picture; diagram & arrows) Identify and discuss inverted commas and dialogue when reading. using the present perfect form of verbs in contrast to the simple past tense (e.g. have / has). 	<ul style="list-style-type: none"> Identify what a paragraph or section is. When planning writing, show an awareness for which cohesive devices to use. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Expressing time, place and cause using conjunctions, adverbs or prepositions. 	<ul style="list-style-type: none"> Use all taught cohesive devices – paragraphs; sections; title; sub-headings; captions & pictures; diagrams & arrows; adverbials and conjunctions. Tenses are consistent. Writing is organised in paragraphs or sections. Form nouns using prefixes (e.g. super-, anti-, auto-) in writing. Use the correct form of <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel. Use word families based on common words, showing how words are related in form and meaning (solve, solution, dissolve, insoluble).
<u>Composition and Effect</u>	<ul style="list-style-type: none"> Identify purpose and audience for all writing tasks. Begin to discuss the scale of formality. 	<ul style="list-style-type: none"> Write for a range of purposes and audience (reference formality and register of speech). In narratives, create settings, characters and plot. 	<ul style="list-style-type: none"> Write for a range of formalities – different audiences (does not always need to be accurate). Describe character and setting in narratives.

	<ul style="list-style-type: none"> • Discuss and recording ideas. • Compose and rehearse sentences orally (including dialogue). • Progressively build a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices (headings and subheadings). • Organise paragraphs around a theme/as a way to group related material • Propose changes to grammar and vocabulary to improve consistency. 	
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> • Make simple revisions; additions and corrections to own writing. 	<ul style="list-style-type: none"> • Edit own writing after verbal/written feedback. • Proof-read for spelling and punctuation errors. • Assess the effectiveness of their own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> • Edit others writing and give verbal/written feedback. • Proof-read for spelling and punctuation errors.
<u>Perform</u>	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<u>Handwriting</u>	<ul style="list-style-type: none"> • Legible with finger spaces. • Use the diagonal strokes that are needed to join letters. 	<ul style="list-style-type: none"> • Increase legibility, consistency and quality of their handwriting (ensuring downward and parallel are equidistant). 	<ul style="list-style-type: none"> • Developing a joined handwriting style.
<u>Spelling</u>	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y3 spelling strings that have been taught accurately. • Use further prefixes and suffixes and understand how to add them. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y3 spelling strings that have been taught accurately. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y3 spelling strings that have been taught accurately. • Spell further homophones. • Spell words that are often misspelt (Appendix 1 of NC).

YEAR 4 WRITING – must include Summer from Year 3

Genres: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> Multi-clause sentence structure including commas in a list sentences. Begin to use a range of determiners to vary sentences. 	<ul style="list-style-type: none"> Write sentences with fronted adverbials purposefully. Use a range of conjunctions appropriate to the task. 	<ul style="list-style-type: none"> Write sentences appropriate to the task effectively and efficiently.
<u>Punctuation</u>	<ul style="list-style-type: none"> Use inverted commas and internal punctuation consistently when writing dialogue. Begin to use the apostrophe for plural possession. 	<ul style="list-style-type: none"> Use the apostrophe for plural possession accurately. Use the comma after the fronted adverbial accurately. 	<ul style="list-style-type: none"> Use all taught KS2 punctuation precisely; effectively and economically. Use apostrophes to mark singular and plural possession. Use of inverted commas and other punctuation to indicate direct speech.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> Teacher models dialogue that moves the action on; pupil writes dialogue. Plan to write in paragraphs or sections and transfer plan to the written piece. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. 	<ul style="list-style-type: none"> Teacher model dialogue that conveys character and moves the action on; pupil writes dialogue. Write in paragraphs and/or sections. Use cohesive devices in non-narratives effectively. Use appropriate choice of pronoun or noun to aid cohesion and avoid repetition. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause (and place). 	<ul style="list-style-type: none"> Use all taught cohesive devices (including using pronouns to avoid repetition) effectively and accurately. Paragraphs are purposefully crafted. Pupil writes dialogue. Writing matches planned piece. Show use of grammatical difference between plural and possessive –s. Use Standard English forms of verb inflections (e.g. I did vs I done).
<u>Composition and Effect</u>	<ul style="list-style-type: none"> Write for a range of purposes, audiences and formality. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audience. In non-narrative material, using simple organisational devices (headings and subheadings). 	<ul style="list-style-type: none"> Write for a range of formalities. In narratives, creating settings, characters and plot.

	<p>progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <ul style="list-style-type: none"> • In narratives, creating settings, characters and plot. • Use of paragraphs around a theme. 	<ul style="list-style-type: none"> • In narratives, creating settings, characters and plot. 	<ul style="list-style-type: none"> • Apply taught composition skills
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> • Edit own writing with some support of what to do or where to edit. • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Edit own writing – choosing what to fix and where. • Assess the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> • Edit own writing and justify the changes.
<u>Perform</u>	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<u>Handwriting</u>	<ul style="list-style-type: none"> • To form and join all taught letters correctly. • Increase legibility, consistency and quality of handwriting (lines spaced, ascenders and descenders are not touching). 	<ul style="list-style-type: none"> • To form and join all taught letters correctly. • Understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> • To form and join all taught letters correctly.
<u>Spelling</u>	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y4 spelling strings that have been taught accurately. • Use further prefixes and suffixes and understand how to add them. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y4 spelling strings that have been taught accurately. • Spell further homophones 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell Y4 spelling strings that have been taught accurately. • Spell words that are often misspelt (Appendix 1 of NC).

	<ul style="list-style-type: none">• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
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YEAR 5 WRITING – must include Summer from Year 4

Genres			
<ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 			
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> • Write sentences using relative clauses and/or parenthesis (if this has been taught). • Multi-clause sentence structure. 	<ul style="list-style-type: none"> • Write sentences using relative clause and parenthesis. • Use modal verbs accurately. 	<ul style="list-style-type: none"> • Multi-clause sentence structure (including coordination; sub ordination; relative clauses; parenthesis and commas in a list sentences)
<u>Punctuation</u>	<ul style="list-style-type: none"> • Use all taught KS2 punctuation precisely; effectively and economically. 	<ul style="list-style-type: none"> • Use pairs of brackets; dashes or commas to demarcate parenthesis. 	<ul style="list-style-type: none"> • Use all taught KS2 punctuation • Use commas to clarify meaning or avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> • Use a range of taught cohesive devices including writing in planned paragraphs or sections. • Writes dialogue that conveys character and/or moves the action on. • Using expanded noun phrases to convey complicated information concisely. • Convert nouns or adjectives into verbs using suffixes (e.g. -ate). • Use verb prefixes (e.g. dis-, mis-) 	<ul style="list-style-type: none"> • Dialogue effectively conveys character and/ or moves the action on. • Use modal verbs or adverbs to indicate degrees of possibility. E.g., "can," "could," "may," "might," "must," "shall," "should," "will," and "would". • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 	<ul style="list-style-type: none"> • Plan for and use all taught KS2 cohesive devices accurately. • Use devices to build cohesion, including adverbials of time, place and number to link ideas across paragraphs. • Use the perfect form of verbs to mark relationships of time and cause (i.e., present, past, future - including 'have', 'had'). • Securely use modal verbs and relative clauses.
<u>Composition and Effect</u>	<ul style="list-style-type: none"> • Write coherently and effectively for a range of purposes and audiences. • Note and develop initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> • Write coherently and effectively for a range of purposes and audiences. • Using further organisational and layout devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> • Write coherently and effectively for a range of purposes and audiences. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the

	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>language of speech and writing and choosing the appropriate register.</p>
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> Independent editing and proof reading. Use a thesaurus 	<ul style="list-style-type: none"> Independent editing and proof reading. Use a thesaurus 	<ul style="list-style-type: none"> Independent editing and proof reading. Use a thesaurus
<u>Perform</u>	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<u>Handwriting</u>	<ul style="list-style-type: none"> Legible joined handwriting when writing at speed. Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters 	<ul style="list-style-type: none"> Legible joined handwriting when writing at speed. Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> Legible joined handwriting when writing at speed.
<u>Spelling</u>	<ul style="list-style-type: none"> Spell KS1 CEW and spelling strings accurately. Spell KS2 spelling strings that have been taught accurately. Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> Spell KS1 CEW and spelling strings accurately. Spell KS2 spelling strings that have been taught accurately. Continue to distinguish between homophones and other words which are often confused. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> Spell KS1 CEW and spelling strings accurately. Spell KS2 spelling strings that have been taught accurately. spell some words with 'silent' letters.

YEAR 6 WRITING- – must include Summer from Year 5

Genres:			
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 			
	Autumn	Spring	Summer
<u>Sentence Structure</u>	<ul style="list-style-type: none"> Multi-clause sentence structure (including co-ordination; sub ordination; relative clauses; parenthesis and commas in a list sentences) 	<ul style="list-style-type: none"> Multi-clause sentence structure (including co-ordination; sub ordination; relative clauses; parenthesis and commas in a list sentences) 	<ul style="list-style-type: none"> Multi-clause sentence structure (including co-ordination; sub ordination; relative clauses; parenthesis and commas in a list sentences)
<u>Punctuation</u>	<ul style="list-style-type: none"> Use bullet points; colons to introduce a list and semi-colons within a list accurately. 	<ul style="list-style-type: none"> Use colons; semi-colons or a dash to demarcate two independent clauses. Use ellipsis. 	<ul style="list-style-type: none"> Use all KS2 punctuation. Use hyphens to avoid ambiguity.
<u>Cohesion and Coherence</u>	<ul style="list-style-type: none"> Range of cohesive devices plus linking ideas across paragraphs including repetition of a word or phrase. Difference in use of vocabulary typical of informal and formal speech/writing. 	<ul style="list-style-type: none"> Range of narrative and non-narrative cohesive devices appropriate to the task. Paragraphs are well-developed. Apply difference between structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. 	<ul style="list-style-type: none"> Multi-clause sentence structure (including co-ordination; sub ordination; relative clauses; parenthesis and commas in a list sentences) Know how words are related by meaning as synonyms and antonyms.
<u>Composition and Effect</u>	<ul style="list-style-type: none"> Range of purpose; audience and formality – showing an understanding of the reader-writer relationship. Note and developing initial ideas, drawing on reading and research where necessary. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Range of purpose; audience and formality – showing an understanding of the reader-writer relationship. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Ensure the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> Range of purpose; audience and formality – showing an understanding of the reader-writer relationship. Précising longer passages (i.e, creating a concise, accurate summary that captures the main points and order of the original text). Use a wide range of devices to build cohesion within and across paragraphs.

	<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> • Use further organisational and layout devices to structure text and to guide the reader 	
<u>Proof reading and Editing</u>	<ul style="list-style-type: none"> • Independent editing and proof reading. • Use a thesaurus • assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • Independent editing and proof reading. • assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • Independent editing and proof reading.
<u>Perform</u>	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<u>Handwriting</u>	<ul style="list-style-type: none"> • Legible joined handwriting when writing at speed. • Choose which shape of letter to use when given choices and decide whether or not to join specific letters. • Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Legible joined handwriting when writing at speed. • Choose which shape of letter to use when given choices and decide whether or not to join specific letters. • Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Legible joined handwriting when writing at speed.
<u>Spelling</u>	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell KS2 spelling strings that have been taught accurately. • Use further prefixes and suffixes and understand the guidance for adding them. • Use dictionaries to check the spelling and meaning of words. 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell KS2 spelling strings that have been taught accurately. • Continue to distinguish between homophones and other words which are often confused. 	<ul style="list-style-type: none"> • Spell KS1 CEW and spelling strings accurately. • Spell KS2 spelling strings that have been taught accurately. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of NC.