

St Barnabas Writing Curriculum: Progression of Skills in conjunction with Pie Corbett's teaching guide for progression in writing year by year.

Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems I like... I don't like... One day... Next... In the end... I think...because	Sentence stems I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...	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...	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...	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...	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...	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

Vocabulary Letter, word, sentence	Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	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.	Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Vocabulary determiner, pronoun, possessive pronoun and adverbial	Vocabulary modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	summary... The consequences of... Vocabulary subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.
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Text Types and Genres

<p>EYFS</p> <p>Fiction</p> <p>Helicopter Stories/Drawing Club</p> <p>Traditional and Fairy Tales</p> <p>Stories with predictable and patterned language</p> <p>Retelling of stories, sequencing events and role play. Ch. joining in recalling repeated text. The Little Red Hen, Dear Zoo by Rod Campbell</p> <p>Ordering events, what will come next...Six Dinner Sid by Inga Moore – what dinner would you make for Sid?</p> <p>The Very Hungry Caterpillar by Eric Carle - what food would your very hungry caterpillar eat?</p>	<p>Year 1</p> <p>Fiction</p> <p>Narrative and descriptive writing/story setting based on:</p> <p>Journey/Quest by Aaron Becker (progression in discussion text)</p> <p>Traction Man is Here by Mini Grey and other Traction Man stories</p> <p>Recount /diary writing based on The Great Explorer by Chris Judge, Meercat Mail by Emily Gravett and Jasper's Beanstalk by Nick Butterworth</p> <p>Discussion texts</p> <p>RE: Stories from Other Faiths</p>	<p>Year 2</p> <p>Fiction</p> <p>Descriptive Writing- Pupils create a written description of a scene from the Great Fire of London.</p> <p>Recount- Create a first-person recount of the events of the first night of the Great Fire from the point of view of Samuel Pepys.</p> <p>Narrative- To explore how a short section of a previously written recount can be written as third person narrative with a focus on direct speech.</p> <p>Recount- Create a first-person recount of the events of a London Frost Fair from the point of</p>	<p>Year 3</p> <p>Fiction</p> <p>Instruction Writing relating to how to wash a woolly mammoth. 'How to Wash a Woolly Mammoth' by Michelle Robinson as a basis for writing.</p> <p>Narrative writing a story based on Stone Age Boy by Satoshi Kitamura.</p> <p>Narrative writing – a story based on the emotional story about a boy and a pigeon. As a basis for writing 'King of the Sky' by Nicola Davies and 'Perfect' by Nicola Davies.</p> <p>Diary writing – to create diary entries, with descriptive writing, detailing the events surrounding the</p>	<p>Year 4</p> <p>Fiction</p> <p>Narrative writing with an historical setting, character and setting descriptions.</p> <p>Narrative writing with a dilemma – based on the Great Kapok</p> <p>Narrative writing with historical setting, suspense based on the Anglo Saxon epic poem Beowulf</p>	<p>Year 5</p> <p>Fiction</p> <p>Diary writing</p> <p>A recount of a Conquistador trudging through the rainforest of Mesoamerica.</p> <p>Narrative writing with an historical setting, character and setting descriptions. Exploring the thoughts and feelings of the protagonist Jim Jarvis in Chapter 1 'The Shilling Pie' from <u>Street Child</u> by Berlie Doherty.</p> <p>Descriptive Writing</p> <p>Using <u>Street Child</u> as stimulus – writing a description of life in the workhouse.</p> <p>Writing a newspaper article-</p>	<p>Year 6</p> <p>Fiction</p> <p>Recount</p> <p>Contrasting diary entries from the perspectives of an Athenian and a Trojan.</p> <p>Writing a Newspaper Article on The Battle of Marathon.</p> <p>Persuasive Letter</p> <p>A formal letter to Zeus from a character in the Iliad explaining why he should help their side win the Trojan War. This will be supported by a class debate.</p> <p>Writing a myth</p> <p>Based on the storylines of Ancient Greek myths.</p> <p>Writing a sequel</p>
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<p>Mr Wolf's Week by Colin Hawkins</p> <p>exploring sequential language and ordering the days of the week and what happened.</p> <p>Mr Pusskins by Sam Lloyd - writing alternative endings to a story.</p>		<p>view of Samuel Pepys.</p> <p>Character Description- Pupils create character descriptions for the main good and evil characters in the class quest.</p> <p>Narrative- Pupils create a series of short sections of narrative retelling selected chapters from the class quest.</p> <p>Letters- Pupils write letters in character to thank our hero for their actions in 'saving the day' in the class quest.</p>	<p>discovery of the tomb of Tutankhamun</p>		<p>The sinking of the Titanic. To not only include factual information but also fictional eyewitness accounts of the tragedy by key survivors e.g. Frederick Fleet, Charles Lightoller.</p> <p>Writing activities based on 'Ice Trap! Shackleton's Incredible Journey' by Meredith Hooper:</p> <p>Writing a dual narrative about two different viewpoints of the same event. How did Shackleton as the leader and then his men feel about the Endurance is sinking?</p> <p>Writing a Conscience Alley Why should Shackleton leave his men to try and get help and why,</p>	<p>A short sequel chapter that follows on directly from the end of Who Let the Gods Out? By Maz Evans.</p> <p>Diary Entry From the perspective of a child that has been evacuated to the country in WW2.</p> <p>First person Narrative based on the short animation Ruin by Wes Ball.</p> <p>Dual Narrative Alternating between viewpoints of 'the hunted' and 'the hunter'.</p> <p>Writing a sequel Following on from The Viewer by Gary Crew and Shaun Tan.</p>
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<p>Non-Fiction Cards Letters Factual writing</p> <p>Make books with children of activities they have been doing, using photographs of them as illustrations.</p> <p>Demonstrate writing so that children can see spelling in action.</p> <p>Demonstrate how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).</p> <p>Expect them to apply their own grapheme/phoneme knowledge to</p>	<p>Non-Fiction Instruction writing</p> <p>Instructions to build a house - link to Science: Everyday materials).</p> <p>To write instructions for how to make a sandwich, build a sandcastle, plant a bulb, make a pizza</p> <p>Explanation texts and texts for discussion about describing different homes. Also explaining about people who are heroes and help us make the world a better place based on: A Hero Like You by Nikki Rogers) and A Superhero like You by Dr Ranj</p>	<p>Non-Fiction Explanation- Pupils write an account explaining the events surrounding the battle for the English crown in 1066.</p> <p>Instructions- Pupils write a set of instructions for our hero on how to complete their quest. Listen to and follow a series of more complex instructions.</p> <p>Explanation- Pupils write an account explaining the results of a science investigation.</p> <p>Recount- Pupils create a first person, chronological recount of their experiences of a</p>	<p>Non-Fiction A variety of non-fiction research texts and online investigations.</p> <p>Non-chronological report – a non-chronological report about Sir David Attenborough</p> <p>Persuasive writing – a report persuading tourists to visit a specific area of the United Kingdom. A variety of short stories based in specific areas of the United Kingdom for inspiration.</p>	<p>Non-Fiction Instruction writing on how to train as a Roman Gladiator.</p> <p>Persuasive writing - a letter to the Prime Minister on the destruction of the oceans by plastic pollution.</p> <p>Debating - planning, structuring and delivering a point of view on whether school uniform should be banned</p> <p>Information text on the water cycle</p> <p>Book review of a classic text with parallels to another classic text read over the year. Treasure Island reviewed with comparisons with Robinson Crusoe</p>	<p>on the other hand, should he stay?</p> <p>Non-Fiction Non-chronological report writing/Information text about the rainforest, how it is structured and what groups of animals live in the different layers.</p> <p>Persuasive writing – ‘Come to Belize!’ – writing for a travel brochure/website. Why should you visit Belize? What can you see and do there?</p> <p>Letter writing to the Prime Minister of Belize about pollution affecting wildlife.</p> <p>Historical report writing – documenting work children did during the Victorian period.</p>	<p>Non-Fiction Non-chronological report A profile of a Greek god or goddess</p> <p>Newspaper Report detailing the assassination of Archduke Franz Ferdinand and the role it played in the start of WW1.</p> <p>Informal Letter A letter home from the trenches.</p> <p>Play Script A script detailing the events of the Christmas Truce.</p> <p>Anne Frank Biography A biography on the life of Anne Frank. Instructional Text Linked to science topic of animals including humans. Instructions for</p>
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<p>what they write in meaningful contexts. Support and scaffold individual children's writing as opportunities arise</p> <p>How to write a letter to Santa</p> <p>Recording facts/writing labels/captions about tadpoles, frogs, caterpillars and butterflies.</p> <p>Gathering facts from information books about Diwali, Bonfire Night and Christmas</p>	<p>People around us who help us and do important jobs. How can we be a better person and make the world a better place?</p> <p>Non-chronological report writing – writing about different animal groups</p> <p>Information texts about the 7 continents describing locations around the world.</p>	<p>school trip exploring their local surroundings.</p> <p>Review- Pupils create a book review for one of the class readers that we have read so far this year.</p> <p>Persuasion: Pupils identify an aspect of their local surroundings in need of improvement. Pupils design posters to help action change.</p> <p>Letter Writing- Pupils write a letter to a Vietnamese pen-pal explaining about life in Tunbridge Wells and asking questions about life in Ho Chi Minh City.</p> <p>Information Text- Pupils write short pieces of information writing</p>			<p>Historical Recount – My life as a Victorian School Child at St Barnabas in 1896</p> <p>Writing an argument in the form of a letter to a newspaper about the positive and negative effects of the railways</p> <p>Instructions – 'How to make Mrs Beeton's Shortbread' and then following the method</p> <p>Biographical Writing – Writing a story about Ernest Shackleton's journey.</p> <p>Explanation text - 'Save Henderson Island'. What affect has plastic pollution had on the wildlife?</p>	<p>investigation into heart rate.</p> <p>Explanation Text Links to science topic of animals including humans. Conclusion and evaluation of heart rate investigation.</p> <p>Information Text Information on St Barnabas School for a child arriving from another country. Linked to The Guardian's 'Seeking Refuge' animation.</p> <p>Questionnaires Market research as part of Young Enterprise project.</p> <p>Persuasive Advertisement Promotional material as part of the Young Enterprise project.</p>
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<p>Poetry Performance poetry, nursery rhymes, poems using pattern and rhyme. We're Going on a Bear Hunt by Michael Rosen – what else could the characters walk through on their Bear Hunt? What sounds could we make?</p> <p>Rhyming Strings – Superworm by Julia Donaldson, Squash and Squeeze by Julia Donaldson –</p>	<p>Poetry Hand on The Bridge, The Rhythm of Life by Michael Rosen – Performance Poetry Song for Exploding Stars by Cecila Knap and The Sound Collector by Roger McGough. Poetry writing using pattern and rhyme Children to write riddles - - What am I?’</p>	<p>focusing on the main similarities and differences between life in Tunbridge Wells and Ho Chi Minh City.</p> <p>Poetry Pupils create pieces of poetry inspired by their local surroundings and by Vietnam.</p>	<p>Poetry Nonsense Poetry Writing – to write a rhyming poem, based on a famous nonsense poem. Various poems including The Ning Nang Nong by Spike Milligan as a basis for writing.</p>	<p>Poetry Poetry writing inspired by Ted Hughes’ animal poems for children</p>	<p>Writing up scientific experiments and investigations.</p> <p>Poetry Poetry writing and performance poetry– Space Poems. ‘Poems about Space’ by Pie Corbett, ‘Space Poems’ by Gaby Morgan and ‘A Rocketful of Space Poems’ by John Foster for stimulus.</p> <p>Poetry writing about the Sea – use of personification. For stimulus ‘Poems by the Sea’ edited by JD McClatchy’ and ‘Under the Moon and Over the Sea’ edited by John</p>	<p>Poetry Poetry Writing and Performance A short, descriptive poem based on a scene from The Viewer by Shaun Tan and Gary Crew.</p>
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rhyming words.
What other
rhyming words can
you think of?

Agard and Grace
Nichols.

**Narrative poetry
writing** about life
in the Victorian
workhouse. Poetry
written about the
workhouse as a
basis for writing,
for example
'Fearnought'
(Poems for
Southwell
Workhouse) by
Mario Petrucci, 'In
the Workhouse:
Christmas Day' by
George R Sims.

**Poetry writing
about the Sea – use
of personification.**
For stimulus
'Poems by the Sea'
edited by JD
McClatchy' and
'Under the Moon
and Over the Sea'
edited by John
Agard and Grace
Nichols.

Phonics and Spelling Rules

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Twinkl SSP.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular/tricky common words. (See Twinkl Programme)</p>	<p>Twinkl SSP.</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>Twinkl SSP.</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</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,</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).</p> <p>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).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought,</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>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.</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*,</p> <p>To spell all Y1 common exception words correctly*.</p> <p>To spell days of the week correctly.</p>	<p>homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular</p>	<p>tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature,</p>	<p>word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>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).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>To spell all of the Y3 and Y4</p>	<p>brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell many of the Y5 and Y6 statutory spelling words correct.</p> <p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p>	<p>protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant,</p>
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	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting</p>	<p>apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single syllable and multisyllabic words.</p> <p>To self-correct misspellings of words that</p>	<p>furniture, picture, nature, adventure).</p> <p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added</p>	<p>statutory spelling words correctly.</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -</p>	<p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> <p>To spell complex homophones and near homophones, including who's/whose and stationary/stationery .</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee,</p>
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	spoken words into phonemes before choosing graphemes to represent those phonemes.	pupils have been taught to spell (this may require support to recognise misspellings).	<p>suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p> <p>To spell some more complex homophones and near-homophones, including here/hear,</p>	<p>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).</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>		<p>preference, transference).</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling</p>
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			<p>brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p>			<p>and meaning of words and confidently find synonyms and antonyms.</p>
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Writing Transcription: Handwriting and Presentation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing. Use Sassoon Primary Infant Script letter formation when ready.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>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> <p>To recognise when to use an un-joined 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>

To write using Sassoon Primary Infant Script	To use finger spaces. To write using Sassoon Primary Infant Script initially then cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.	To write full date and underline on each piece of work (short date Maths)				
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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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains.</p> <p>Imitation: 'boxing-up' (analysis of texts and giving ch. access to quality texts, re-</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps.</p> <p>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;</p> <p>Innovation: planning and shared writing</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps.</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. Use story mountains and maps.</p> <p>Imitation: 'boxing-up' (analysis of texts and giving ch. access to quality texts, re-telling of learned</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary. Use story mountains and maps.</p> <p>Imitation: 'boxing-up' (analysis of texts and giving ch. access to quality texts, re-telling of learned</p>

phonetically plausible.	<p>teacher or other pupils.</p> <p>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.</p> <p>To use adjectives to describe.</p>	<p>telling of learned stories), word games, ch. involved in expressive oral re-telling, role play, hot-seating;</p> <p>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;</p> <p>Invention: independent writing, creating a 'new' story, report etc....</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their</p>	<p>stage, magpie words from reading, teacher modelling how to edit and polish work, developing, extending and changing elements of a story;</p> <p>Invention: independent writing, creating a 'new' story, report etc....</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>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;</p> <p>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;</p> <p>Invention: independent writing, creating a 'new' story, report....</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar,</p>	<p>texts and giving ch. access to quality texts, re-telling of learned stories), word games, ch. involved in expressive oral re-telling, role play;</p> <p>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;</p> <p>Invention: independent writing,</p>	<p>stories), word games, ch. involved in expressive oral re-telling, role play, hot-seating;</p> <p>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;</p> <p>Invention: independent writing, creating a 'new' story or a report....</p>
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		<p>writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>		<p>punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>creating a 'new' story or report....</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</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</p>
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					<p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>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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Grammar and Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To show an understanding of prepositions such</p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences. To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to</p>	<p>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>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,</p>	<p>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> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>	<p>To 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> <p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.</p> <p>To use the full range of</p>

as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	<p>describe and specify (e.g. the blue butterfly). To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense,</p>	<p>adverbs and prepositions to show time, place and cause.</p> <p>To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.</p> <p>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>phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p>	<p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.</p> <p>To recognise and use the terms modal verb, relative pronoun, relative clause,</p>	<p>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> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>
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		apostrophe and comma.		<p>To consistently use apostrophes for singular and plural possession.</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	parenthesis, bracket, dash, cohesion and ambiguity.	
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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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate with the reader in simple ways	Communicate coherently and effectively with the reader	Communicate coherently and effectively with the reader:	Communicate coherently and effectively with the reader:	Communicate coherently and effectively with the reader	Communicate coherently and effectively with increased confidence, independence and audience awareness	Communicate coherently and effectively with increased confidence, Independence and audience awareness
Tell the reader orally something about themselves	Talk with the adult about the purpose of the writing and who the audience will be	Talk with the adult about the purpose of the writing and who the audience will be	Talk with the adult about the purpose of the writing and who the audience will be	Know the purpose of the writing and who the audience will be	Identify audience / different possible audiences	Independently identify purpose and potential audience/s, and the intended effect of their writing upon them
Relate orally a real event				Read and discuss similar texts to consider the effect on the reader	Identify purpose and how the pupil intends to affect that audience	Draw on reading and research to select context and vocabulary
Provide information with a label or caption e.g. for a shop or role play area	Plan and discuss what they are going to write about, and record ideas	Plan and discuss what they are going to write about, and record ideas	Plan and discuss what they are going to write about, and record ideas	Orally rehearse dialogue for effect; what does it tell the reader?	Use other similar writing as models for their own	Plan writing, noting and developing ideas, either independently or through peer discussion
Write their name on their work	Orally compose sentences to check for	Orally compose sentences to check for	Orally compose sentences to check for			

<p>Write simple expressions and orally explain what they say</p> <p>Use some of the vocabulary they know to support the context of their writing</p>	<p>meaning and effect</p>	<p>meaning and effect</p>	<p>meaning and effect</p>	<p>Use vocabulary to create mood and atmosphere e.g. of settings or feelings</p>	<p>Plan writing, noting and developing initial ideas</p>	<p>Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>
	<p>Use vocabulary which has an effect on the reader e.g. to frighten or surprise them</p>	<p>Use vocabulary which has an effect on the reader e.g. to frighten or surprise them</p>	<p>Use vocabulary which has an effect on the reader e.g. to frighten or surprise them</p>	<p>Use new and less familiar vocabulary to add further detail and interest</p>	<p>Draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p>	<p>Read work aloud to check its intended effect</p>
	<p>Play with words in different kinds of poems and talk about preferences</p>	<p>Play with words in different kinds of poems and talk about preferences</p>	<p>Play with words in different kinds of poems and talk about preferences</p>	<p>Experiment with words and their placement, including in poetry, discussing the effect of making changes</p>	<p>Begin to write in formal ways</p>	<p>Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p>
	<p>Draw on vocabulary and phrasing of books read aloud or independently</p> <p>In discussion with others, assess the</p>	<p>Draw on vocabulary and phrasing of books read aloud or independently</p> <p>In discussion with others, assess the effectiveness of</p>	<p>Draw on vocabulary and phrasing of books read aloud or independently</p> <p>In discussion with others,</p>	<p>Experience and discuss formality within texts, and</p>	<p>Describe e.g. settings, character, atmosphere, using well-chosen vocabulary</p> <p>Experiment with and discuss vocabulary and</p>	

	<p>effectiveness of their own writing for the audience</p> <p>Consider the sound of varied sentences to interest the reader</p> <p>Read aloud their own writing to check it makes sense</p>	<p>their own writing for the audience</p> <p>Consider the sound of varied sentences to interest the reader</p> <p>Read aloud their own writing to check it makes sense</p>	<p>assess the effectiveness of their own writing for the audience</p> <p>Consider the sound of varied sentences to interest the reader</p> <p>Read aloud their own writing to check it makes sense</p>	<p>how it contrasts with informality</p> <p>Assess the effectiveness of their own and others' writing, and suggest/make improvements</p>	<p>effect when writing poetry</p> <p>With adult support, integrate dialogue to convey character and advance the action</p>	
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Sentence Building: sentence as a unit of meaning/associated punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Captions and labels	Sentence-like constructions and some successful sentences	Mainly writes coordinating sentences, but with some subordination e.g. using <i>because, when</i> and <i>if</i>	Writes a variation of coordinating and subordinating sentences	Varies position of the main clause within sentences, either before or after the subordinating clause	Includes parenthesis within sentences	Controls a varied range of sentences, including parenthesis
Expressions through simple phrases and sentences which can be read by others	Commonly uses <i>and</i> to join clauses Uses capital letter to name some proper nouns	Includes lists within sentences	Writes questions	Successfully uses fronted adverbials to open sentences	Uses relative conjunctions e.g. <i>that, which, who</i>	Writes dialogue accurately and independently
Capital letter for name	Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect	Sometimes writes questions	Uses the adult model of fronted adverbials		Writes short, irregular sentences for effect	Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present
Sentence punctuation modelled by adult		Writes sentences in different forms e.g. statement, command, exclamation	Uses the adult model of including dialogue in narratives	Writes more complex lists of longer items	Begins to use the passive voice	
			Maintains the tense e.g. simple past, present	Includes dialogue within narratives	When tense is varied, it is appropriate to the writing	Uses a range of punctuation to demarcate parenthesis
					Writes dialogue alongside	

		<p>Usually maintains tense e.g. simple past or present tense</p> <p>Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect</p> <p>Commas in lists</p> <p>Apostrophe for singular possession and contractions</p>	<p>tense and progressive tenses</p> <p>Sentences are mostly demarcated</p> <p>Commas in lists</p> <p>Beginning to use commas between clauses</p> <p>Beginning to use inverted commas for dialogue</p> <p>Uses apostrophe for regular plurals</p>	<p>Uses a range of tenses accurately, maintaining the chosen tense</p> <p>All sentences demarcated</p> <p>Commas between clauses</p> <p>Commas after fronted adverbials</p> <p>Uses a colon to introduce a long list</p> <p>Uses inverted commas accurately for dialogue</p>	<p>narrative successfully</p> <p>Writes two main clauses within the same sentence</p> <p>Uses punctuation associated with parenthesis, e.g. pair of commas / pair of dashes / brackets</p> <p>Uses all internal punctuation within speech</p> <p>Begins to use alternative punctuation to separate two main clauses e.g. semi-colon / colon</p>	<p>Independently uses commas to separate clauses and avoid ambiguity</p> <p>Uses semi-colons and colons to separate clauses</p> <p>Independently uses all punctuation. associated with dialogue</p> <p>Uses single inverted commas to cite a quotation</p>
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Text Building: sequence and cohesion/text structure/appropriate genre

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write a label to name something	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 sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense	Use adult model to begin to organise paragraphs, as a way to group related material	With some independence, organise paragraphs around a theme	With some independence, organise information from beginning to end, using meaningful paragraphs	Independently organise information from beginning to end, using meaningful paragraphs
Write an instruction e.g. on a label in the class role play area		In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale	In story-writing create settings, characters and plot, using a shared text to gather ideas	Create settings, characters and plot when writing stories, sometimes innovating with own ideas		
Write a simple caption e.g. to go with a picture or photograph	Sequence ideas to recount a real experience	Sequence ideas correctly to record a real experience or event	Include headings and sub-headings in non-narrative writing	Independently include headings and sub-headings in non-narrative writing	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. <i>later</i> , <i>nearby</i> ; or tense choices e.g. <i>he had seen her before</i>	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 <i>on the other hand</i> , <i>in contrast</i> , <i>as a consequence</i> ; and ellipsis.
Write a sentence about an experience	Write a title	Sequence instructions in the right order, using some conjunctions for clarity	Sequence ideas chronologically, using a range of conjunctions to make the sequence clear	Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity		
Write a sentence to go with an event	Write to the simple purpose of the task,	Write to the purpose of the task, choosing	Using the adult model, begin to use fronted adverbials		Maintain cohesion through	Write a summary of longer passages

Write a sentence to describe a character	relating content to that purpose	content appropriately	to vary sentence openings	Independently use fronted adverbials to open some sentences	judicious vocabulary choices, according to the content and purpose of the piece	Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text
Sometimes join a few ideas together e.g. two or three phrases/sentences	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)	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	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	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	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	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.

