

Stanhope Primary School

Writing Progression Document



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</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. To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which include: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); he /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el</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 /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure,</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 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. science,</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, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)</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. 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'</p>

	<p>'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); ee' (e.g. green, week) 'ea' (e.g. sea, dream); ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g.</p>	<p>(e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after</p>	<p>treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>scene, discipline, fascinate, crescent).</p>	<p>(e.g. partial, confidential, essential</p>
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		<p>book, good); 'oa' (e.g. road, coach); 'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear);</p> <p>are' (e.g. bare, dare, scared); spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>	'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual).				
Common Exception Words	To write some irregular common words	To spell all Y1 common exception words correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		<p>To spell days of the week correctly.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately. To</p>	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	<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</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,	<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</p>	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

		<p>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>no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, 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>antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -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, preference, transference).</p>
<p>Sentence Structure</p>		<p>Some use of past and present tenses</p> <p>Joining words and clauses using 'and' and 'then'</p> <p>Use patterned narrative structures e.g. 'once upon a time, 'long, long ago...' and 'lived happily ever after'</p> <p>Some features of written Standard English evident in writing e.g. 'He saw the dog' rather than, 'they seen the dog'</p>	<p>Vary sentences using subordination (when, if, that, because)</p> <p>Vary sentences using coordination (and, but, or)</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. 'she is drumming', 'he was shouting'</p> <p>Use different types of sentences e.g. statement, command, question, exclamation e.g. 'Slice the bread', 'Stop! Don't run!'</p>	<p>Sentence openings - vary sentences for clarity e.g. 'slowly, the wolf crept into the house', 'the green scaly dragon roared furiously'</p> <p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because</p> <p>Express time, place and cause using adverbs e.g. then, next, soon, therefore</p> <p>Express time and place using prepositions e.g. before, after, during, in, because of</p>	<p>Use fronted adverbials including correct use of commas e.g. 'Later that day, I heard the bad news'</p> <p>Develop the use of relative clauses beginning with who, which, where, that</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use the perfect form of verbs to mark relationships of time and cause e.g. 'She has downloaded some songs', 'I had eaten my lunch'</p> <p>Use expanded noun phrases to convey complicated information concisely e.g. 'underneath the dense forest canopy'</p> <p>Use modal verbs or adverbs, indicating possibility e.g. 'The ride may be too scary', 'You should look for your little brother.'</p>	<p>Use of subjunctive forms e.g. 'If Jim were class president...', 'The school requires that all pupils be honest.'</p> <p>Use passive verbs to affect the presentation of information in a sentence e.g. 'A visit was arranged by the school.', 'Our lunch was eaten by the dog.'</p> <p>Use a wide range of clause structures, varying their position within the sentence</p> <p>Use of modal verbs and adverbs to indicate degrees of</p>

			Features of written Standard English evident in writing e.g. 'They saw the dog', rather than 'He seen the dog'	Use present perfect verbs in addition to the past tense e.g. 'He has gone out to play' rather than 'He went out to play'		Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. 'The boy who lives near school', and 'The prize that I won.'	possibility, probability and certainty
Punctuation		<p>Spaces are left between words</p> <p>To use full stops to end sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use/experiment with sentences using question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>Capital letters, full stops, question marks and exclamation marks usually used accurately</p> <p>Use apostrophes to show possession e.g. 'Grandma's basket', 'the wolf's bus pass'</p> <p>Use apostrophes to mark contracted form in spelling.</p> <p>Use commas to separate items in a list</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Secure use of direct speech punctuation, also punctuation within and surrounding inverted commas</p> <p>Use apostrophes to mark plural possession e.g. the girls' names, the boys' boots</p>	<p>Use inverted commas correctly</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>Use brackets, dashes, to indicate parenthesis</p>	<p>Use hyphens to avoid ambiguity e.g. man eating shark v man-eating shark and recover v re-cover</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list and punctuate bullet points consistently</p>
Terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points
Text Structure	Understand 'why' questions, like: 'Why do	To use simple sentence structures.	Consistent use of tenses, present and past	With support begins to use paragraphs to organise ideas	Secure the use of paragraphs to organise ideas around a theme	Build cohesion within a paragraph e.g use of	Use an appropriate form, audience and register to match

<p>and organ isatio n</p>	<p>you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Structure own writing using some of the features of given form, audience and text type/genre e.g. instructions, 'First slice the bread,' Basic sequencing of ideas Sequence sentences to form short narratives</p>	<p>Pupils' writing shows language and structural features of given text – type/genre e.g. recounts, instructions, non-chronological reports and narrative Pupils' writing shows an awareness of purpose, form and audience Basic sequencing of ideas e.g. time related words or phrases, line-breaks, headings, numbers Opening / closing signalled e.g. 'Introduction/development/ conclusion in non-fiction and beginning, middle and ending in narrative Related points next to each other Narrative includes setting, character and plot</p>	<p>Narratives include: opening, dilemma, conflict, problem, resolution, ending Use simple, organisational devices e.g. sub-headings, bullet points, text layout, possible links to ICT Use of the perfect form of the verbs to mark relationships of time and cause e.g I have written it down so we can check what he said Use rhetorical questions to draw the reader in</p>	<p>Some attempt to link paragraphs together across a text Organise narrative into chapters, use structure: intro, build- up conflict, resolution Use 1st and 3rd person appropriately and consistently throughout the text Writing shows language and structural features of given text-type/genre Use a range of organisational devices e.g. sub-headings, bullet points, text layout, possible links to ICT, graphic organisers e.g. 'story mountain' Use rhetorical questions to lay emphasis on a point or act as a persuasive device</p>	<p>pronouns and conjunctions Use a wide range of presentational and organisational devices to structure text Use mixed text types in writing for a variety of purposes e.g. a persuasive letter, instructions written for a giant Link ideas across paragraphs e.g use of adverbial phrases for time, place , number or tense choices Writing is effectively controlled across texts e.g closings refer back to openings In writing narratives describe setting, character and atmosphere Use dialogue to convey character and advance the action Use flashbacks and non-linear text structures</p>	<p>purpose of the writing, e.g. an eyewitness report for the police is: audience – police; purpose –to recount; style – formal; form – eyewitness report; Secure use of mixed genres for a variety of purposes e.g. a fictional newspaper report, a persuasive letter Use a range of presentational and organisational devices to structure text and guide the reader e.g use of illustrations, hyperlinks, flashbacks, single line paragraph for effect Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs Some shaping of paragraphs evident e.g highlight or prioritise information, build tension or interject comment</p>
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<p>Vocabulary</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-</p>	<p>Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader</p> <p>Add detail to writing using simple descriptive language To start to engage readers by using adjectives to describe.</p> <p>Use vocabulary collected from cross curricular learning</p> <p>Take an interest in, enjoy and explore new vocabulary</p>	<p>Use adventurous vocabulary in their writing e.g. adjectives, verbs and adverbs in narrative e.g. the dragon thundered furiously down the path</p> <p>Use technical vocabulary, e.g. the forest canopy</p> <p>Use new vocabulary and patterned phrases from their reading</p> <p>Take an interest in, enjoy and explore new vocabulary in order to support their writing</p> <p>Use expanded noun phrases to describe and specify e.g. 'The green dragon', a 'bird in its nest', 'the fire in the bakery'</p>	<p>Varied vocabulary across fiction and non-fiction including technical vocabulary related to the subject</p> <p>Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect</p> <p>Begin to experiment with figurative language</p> <p>Use words and phrases that capture the reader's interest and imagination</p>	<p>Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Select appropriate vocabulary to create settings, characters and plot</p> <p>Effectively use conjunctions, adverbs and prepositions to express time and cause and place</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p>	<p>Select appropriate vocabulary to enhance meaning or emphasis in narrative e.g. 'the dragon trundled down the path'</p> <p>Use technical language in non-fiction e.g. 'In 1066 William became King of England', 'the forest canopy'</p> <p>Use descriptive language in order to create setting, character and atmosphere</p> <p>Use new vocabulary and patterned phrases from reading/ own experiences to help engage the reader</p> <p>Take an interest in, enjoy and explore new vocabulary in order to support their writing</p>	<p>Select vocabulary and grammatical structures that reflect the level of formality required</p> <p>Vary vocabulary across a range of genres/text-types including technical vocabulary related to the subject</p> <p>Understand nuances in vocabulary choice</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Use figurative language to develop setting, character and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p>
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	<p>to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>						
<p>Planni ng and draffin g.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Say out loud what they are going to write</p> <p>Compose a sentence orally before writing it</p> <p>Pupils plan with a clear purpose, audience and form</p> <p>Begin to organise their ideas in writing</p> <p>Form lower-case letter in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting "families" i.e. letters that are formed in similar ways</p> <p>Precursive</p>	<p>Plan and/or rehearse orally what they are going to write</p> <p>Encapsulate, sentence by sentence what they want to say</p> <p>Pupils plan with a clear purpose, audience and form</p> <p>Use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of different types of writing</p> <p>Develop a positive attitude towards and stamina for writing</p> <p>Precursive</p>	<p>Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text-type</p> <p>Discuss and record ideas before writing</p> <p>Compose/rehearse sentences orally specific to the genre/text-type</p> <p>Plan with a clear purpose, audience and form</p> <p>Enhance the effectiveness of what is written</p> <p>Use pre-cursive and some cursive handwriting</p>	<p>Use reading experiences and understanding of structural organisers to help plan their writing in a range of genre/text-types</p> <p>Discuss and record ideas before writing</p> <p>Compose and rehearse sentences orally specific to the genre/text-type</p> <p>Plan with a clear purpose, audience and form</p> <p>Enhance the effectiveness of what is written</p>	<p>Identify the audience and purpose</p> <p>Suggest an appropriate form of writing</p> <p>Use note-making to record ideas using reading and research</p> <p>Plan with a clear purpose, audience and form</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</p> <p>Write legibly and fluently by choosing which shape of letter to use when given choices</p> <p>Choose the writing implement that is best suited for the task</p>	<p>Independently identify and select the audience and purpose, form and style of writing</p> <p>Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate</p> <p>Independently plan own ideas for developing characters and settings, narrative structure.</p> <p>Independently plan using appropriate features of non-fiction text type/mixed</p> <p>Make appropriate choices of grammar and vocabulary to clarify and enhance meaning</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</p>

<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
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<p>Editin g and redraf ting</p>	<p>Re-read what they have written to check it makes sense.</p>	<p>With support, if appropriate, reread sentences for sense</p> <p>Discuss what they have written with others/teacher</p> <p>Evaluate impact on reader e.g. intended purpose of the writing, language features of the genre, form in which it was written e.g. letter, blog etc. Re read aloud, clearly enough to be heard by others</p>	<p>Re read ensuring it makes sense and has the desired effect/provides pertinent information to the reader</p> <p>Evaluate the effective use of word choice, grammar and punctuation</p> <p>Make simple additions, revisions, corrections, following proof-reading and evaluation of writing</p> <p>Read aloud what they have written with appropriate intonation</p>	<p>Evaluate own writing against the purpose, text structure, language features of the genre/text type</p> <p>Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children</p> <p>Proofread for spelling and punctuation errors(cross-reference to Word List for Y3/4 where appropriate)</p> <p>Read aloud their own writing using appropriate intonation, tone and volume to make the meaning clear</p>	<p>Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text type</p> <p>Make improvements related to aspects of Appendix 2 statutory requirements relating to the needs of the children</p> <p>Proofread for spelling and punctuation errors (cross-reference to Word list for Y3/4 where appropriate)</p> <p>Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</p> <p>Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear</p>	<p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</p> <p>Ensure consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement</p> <p>Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear</p> <p>Evaluate and edit own and others' writing against a set criteria, some of which may be generated by themselves</p> <p>Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate</p> <p>Learn, use and apply the grammar for year 5 appendix 2,through discussion, editing and evaluating reading and writing</p>	<p>Precise longer passages</p> <p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</p> <p>Evaluate and edit own and others' writing against a set criteria generated by pupils</p> <p>Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate</p> <p>Learn, use and apply the grammar for year 6 appendix 2,through discussion, editing and evaluating reading and writing</p>
<p>Hand writin g</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for</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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting.</p> <p>Use the diagonal and horizontal strokes that</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 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</p>

<p>example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</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 begin using precursive joins.</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 secure precursive joins and begin cursive writing</p>		<p>are needed to join letters</p> <p>Down strokes of letters are parallel and equidistant.</p> <p>Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</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>Write legibly and fluently by choosing which shape of letter to use when given choices</p>	<p>specific letters; - choosing the writing implement that is best suited for a task.</p> <p>Maintain legibility, fluency and speed in handwriting.</p>
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	Write recognisable letters, most of which are correctly formed.						
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