



Writing

	<u>EYFS (Nursery & Reception)</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Handwriting</u>					
	<p>Uses some of their print and letter knowledge in their early writing, eg. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy.</p> <p>Can form lower-case and capital letters correctly</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>Form lower-case letters of the correct size relative to one another in some of their writing</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>
	<p>Writes some letters accurately</p> <p>Writes recognisable letters, most of which are correctly formed.</p>	<p>Form most lower-case letters correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Form lower-case letters of the correct size relative to one another in most of their writing</p>	<p>Increase the legibility, consistency and quality of their handwriting eg. by beginning to ensure 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>Increase the legibility, consistency and quality of their handwriting eg. by ensuring 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>Form capital letters</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>		
		<p>Form digits 0-9</p>	<p>Use spacing between words that reflects the size of the letters</p>		
		<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>Use the diagonal and horizontal strokes needed to join letters</p>		



			Understand which letters, when adjacent to one another, are best left unjoined		
Spelling					
Phonological Spelling Rules	Writes some or all of their name Is able to spell words by identifying the sounds and then writing the sound with letter	Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.	Spell words with endings sounding like 'zh' and 'ch' eg. treasure, measure, picture, nature Spell words with endings which sound like 'zhun' eg. division, decision	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Spell words containing each of the 40+ phonemes already taught	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Spell words containing the 'I' sound spelt 'y' elsewhere than at the end of words. eg. myth, gym	Spell words with the 's' sounds spelt 'sc' e.g. science, scene.
	Spells words by identifying sounds in them and representing the sounds with a letter or letters	Identify or write the 40+ graphemes in Standard 4 of the English language comprehension and reading on hearing the corresponding phonemes		Spell words containing the 'u' sound spelt 'ou' eg. young, touch, double	
		Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs. (eg. frog, hand, see, chop, storm, splash)		Spell words with the 'ay' sound spelt 'eigh' or 'ey' eg. eight, they Spell words with 'k' sound spelt 'ch' eg. scheme, school, echo Spell word with 'sh' sound spelt 'ch' eg. chef, machine	
Exception Words	Spell a few common exception words. (e.g. I, the, he, said, of) Spell some common exception words		Spell many and most common exception words		
Homophones			Spell by distinguishing between homophones and near homophones	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.



Apostrophes			<p>Spell most words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular). eg. the girl's book</p>		<p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p>
Prefixes and Suffixes		<p>Add prefixes and suffixes using;</p> <p>the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>the prefix -un</p> <p>ing, -ed, -er and est where no change is needed in the spelling of root words.</p>	<p>Add suffixes to spell some longer words correctly,</p> <p>including -ment, -ness, -ful, -less, -ly</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable eg.</p> <p>forgetting, preferred, gardening, limited</p> <p>Use the suffix -ly</p>	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous.</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</p>
Skills		<p>Spell the days of the week</p> <p>Name the letters of the alphabet; in order using letter names to distinguish between alternative spellings of the same sound.</p>		<p>Use the first two of three letters of a word to check its spelling in a dictionary.</p>	<p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>
Dictation		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</p>	<p>Write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>
Application		<p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p>	<p>Apply spelling rules and guidance as listed in (English Appendix 1)</p>	<p>Spell words that are often misspelt (English Appendix 1)</p>	<p>Spell more complex words that are often misspelt for years 3 and 5 (English Appendix 1)</p>
<u>Punctuation and Grammar</u>					
Sentence Structure		<p>Understand how words can combine to make sentences</p> <p>Separate words with spaces</p> <p>Use capital letters and full stops to demarcate sentences in some of their writing</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Use capital letters and full stops to demarcate most sentence in their writing and use question marks correctly when required</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>		<p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</p>



Prefixes and Suffixes	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Use regular plural noun suffixes -s or -es (eg. Dog - dogs, wish -wishes) and understanding the effects of these suffixes on the meaning of the noun	Form nouns using suffixes such as -ness, -er and by compounding. (eg. Respectfulness, runner, lighthouse)	Form nouns using a range of prefixes. Eg. super-, anti-, auto-	Understand the grammatical difference between plural and possessive -s.
		Use suffixes that can be added to verbs where no change is needed in the spelling of root words. (eg. Helping, helped, helper)	Form adjectives using suffixes such as -ful, -less	Identify word families based on common root words. eg. solve, solution, solver, dissolve, insoluble	
		Understand how the prefix un- changes the meaning of verbs and adjectives.	Use suffixes -er, -est, in adjectives and use -ly to turn adjectives into adverbs. (eg. Smoothly, softly, bigger and biggest)		
Tenses			Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress. (eg. She is drumming, he was shouting)	Use the present perfect form of verbs instead of the simple past. E.g. He has gone out to play contrasted with He went out to play	
Connectives and phrases		Join words and clauses using 'and'	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Express time, place and cause using; co-ordinating and subordinating conjunctions. e.g. when, before, after, while, so, because adverbs. E.g. then, next, soon, therefore. prepositions. E.g. before, after, during, in, because of	Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials.
Speech		Use a capital letter for names of people, places, the days of the week and the personal pronoun I	Use commas to separate items in a list	Begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.
Noun phrases			Use expanded noun phrases for description and specification Eg. The blue butterfly, plain flour	Use the forms a or an according to whether the next word begins with a consonant or a vowel. eg. a rock, an open box	Use 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.
Apostrophes			Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Eg. The girl's name		Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.



Paragraphs				Use headings and sub-headings to aid presentation Begin to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme.
Terminology		Understand the following terminology: word, singular, plural, sentence; and the punctuation, full stop, question mark, exclamation mark.	Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) and apostrophe, comma	Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or 'speech marks')	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.
<u>Composition</u>					
Planning		Write sentences by saying out loud what they are going to write about, after discussion with the teacher	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they wants to say, sentence by sentence	Plan their writing by; discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary discussing and recording ideas within a given structure	Plan their writing by; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas. .
Writing	Writes simple phrases and sentences that can be read by others.	Write down one of the sentences that they have rehearsed Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional)	Write sentences that are linked thematically (eg. About personal experiences and those of others, real and fictional) Write poetry to develop positive attitudes and stamina for writing Write for different purposes to develop positive attitudes and stamina for writing Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Draft and write; by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2) by organising writing into paragraphs as a way of grouping related material in narratives, creating settings, character and plot. non-narrative material, using headings and subheadings to organise texts	Draft and write; by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). by organising paragraphs around a theme. in narratives, creating settings, characters and plot with consideration for the audience and purpose. non-narrative material, using simple organisational devices.
Editing		Write sentences by re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by; Evaluating their writing with the teacher and other pupils.	Evaluate and edit by; assessing the effectiveness of their own writing proposing changes to grammar and vocabulary linked to the use of	Evaluate and edit by; assessing the effectiveness of their own and others' writing and suggesting improvements.



			<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading (eg. Check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with a teacher)</p>	<p>a/an, conjunctions, adverbs and prepositions.</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question mark, exclamation marks, commas for lists and apostrophes mostly correctly.</p>	<p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</p>
<p>Reciting and Performing</p>	<p>Re-reads what they have written to check that it makes sense</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Read aloud their writing has written with appropriate intonation to make the meaning clear</p>	<p>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</p>	<p>Confidently 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</p>