

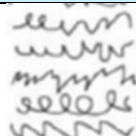



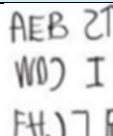
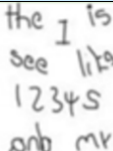
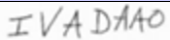
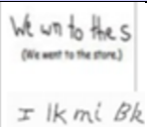
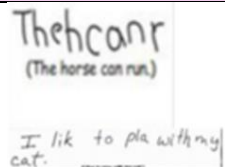
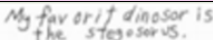
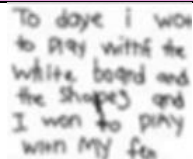
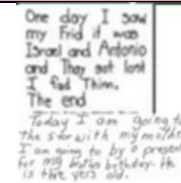
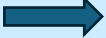


## EYFS Progression of Skills - Writing

Pre-Phonemic Stage						
Pictures	Random Scribbling	Scribe Writing	Symbols and represent letters	Random Letters	Letter strings	Letter Groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from left to right and move down the page.	Separated by spaces to resemble words.
Early Phonemic	Letter Name Stage		Traditional Stage (Typical end of Reception and Year 1)			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of red words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly.
						
Awareness of print, copied from surroundings  Use a comfortable grip with good control when	Beginning and ending letters are used to represent words  Use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.		Medial sound may initially be written as a consonant. Vowels begin to appear.		A child hears beginning, middle and end sounds.	Whole sentence writing develops.

holding pens and pencils.		Write some or all of their name. Write some letters accurately.								
I can write my name. 	I can write some recognisable letters when I write.	I am working on representing some sounds in order when I sound out.	I can write initial sounds and word endings.	I can write cvc words using RWI Set 1 sounds.  I am starting to write RWI Set 1 red words.	I can write cvc words using some digraphs.  I am starting to write RWI Set 2 tricky words.	I can write simple captions lists to match a picture.	I can write a simple sentence using my phonic knowledge and knowledge of red words.	I am starting to use a full stop.  I can reread what I have written.	I am starting to use some finger spaces between my words.  I am forming my letters correctly.  I am starting to use capital letters.	My writing can be read by others.  Some words are spelled correctly, and others are phonetically plausible.  I can write many HF words.

## Nursery Progression of Skills - Writing

### Three- Four Years

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. Writing.3-4



Write some or all of their name. Writing.3-4

Write some letters accurately. Writing.3-4

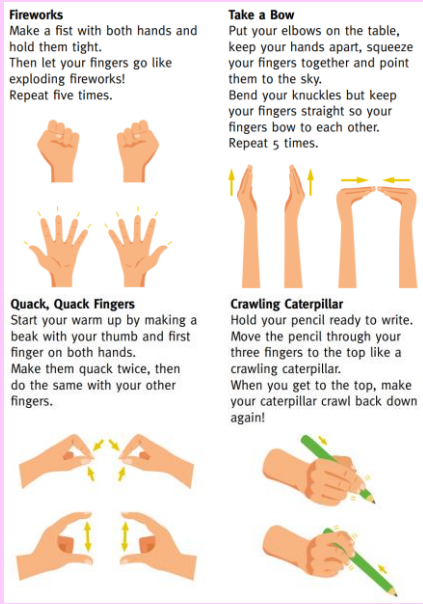
Handwriting - PD

Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4

Show a preference for a dominant hand. PD FMS.3-4

	Autumn	Spring	Summer
<p>Early Step</p> <p>Mark Making</p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p>  <p>We will encourage pupils to take the opportunity, time and space to make marks e.g. using paintbrushes in water, making marks in mud, shaving foam, snow, cornflour, finger marks on a steam-up window etc.</p>	<p>I can mark-make with shapes and lines. I draw basic pictures, and I begin to ascribe meaning to the marks I make (I may change the meaning). I use lines to look like writing. Scribble writing. Left to right direction. I begin to assign meaning Children begin to attempt to write their name.</p>  <p>Pre-writing patterns e.g. Form circles, spirals, lines, diagonals, jellies, zigzags, loopies, waves and other marks and shapes.</p>	<p>I can make marks with purpose. I write symbols and shapes that look like writing. I assign meaning to the marks (the meaning remains the same) I draw strings of letters that do not create words left to right. All children to write some or all their name in a recognisable way.</p>

		<div data-bbox="936 170 1137 394"></div> <div data-bbox="808 403 1267 501"><p>A typical 3 and 4 year old will still be developing a static tripod grasp, where movement comes from the wrist.</p></div>	<div data-bbox="1473 170 2031 592"></div> <div data-bbox="1527 595 1973 1002"></div> <div data-bbox="1335 1005 2166 1069"><p>The children use pictures to convey messages, symbols that represent letters and begin showing an awareness of print.</p></div>
<div data-bbox="69 1074 206 1137"><p>Developing Writing</p></div> <div data-bbox="69 1174 147 1203"><p>Words</p></div>	<div data-bbox="277 1074 701 1137"><p>I can recognise my name and find it among other names.</p></div>	<div data-bbox="786 1074 1267 1171"><p>I am beginning to hear initial sounds and attempt to write these down. E.g. m - mum letter for name.</p></div>	<div data-bbox="1314 1074 2141 1206"><p>I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig</p></div> <div data-bbox="1314 1243 1939 1273"><p>I can write short strings of letters to represent words.</p></div> <div data-bbox="1314 1310 2163 1374"><p>All children to be able to recognise words with the same initial sound eg man and mummy.</p></div>

Developing Writing	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory. I can begin to say what my 'writing' says <b>Repeats and Recalls</b>	
Sentences			
Text forms and Purposes	I recognise that writing can be read by others and am inquisitive to see what it says.	I talk about the difference between a fiction and on-fiction book e.g. This is a storybook. This tells me information about animals. This is a shopping list.	I attempt to write simple labels.
Gross motor skills	<p>I can demonstrate large muscle movements e.g. jogging, lifting knees high, walking sideways, balancing on one foot, stretching up, taking long strides, hopping etc</p> <p>Yoga sessions for building core strength, enhancing gross motor skills such as air-writing, pattern-making and outside-based physical activities.</p>	<p>I can demonstrate small muscle movements e.g. 'Dough Disco', 'Squiggle-while-you-Wiggle', exercises to develop fine motor skills such as mark-making on vertical surfaces, paper, whiteboards, sensory trays, light boards.</p> 	<p>I can use a range of different size paper and tools (inc pens, pencils, crayons, chalks etc) and three-sided pens/pencils to encourage good pencil grip for all mark making activities.</p> <p>Consider appropriate size pencils with triangular grip.</p>

Nursery

F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking/Hearing
								
BOOMTASTIC								
Rhyme				Alliteration				
								

## Language Led Learning links

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 		<p>Gross motor: Yoga Bubbles Assault course Scarve play Ball play</p> <p>Fine Motor: Threading Marble Run Tweezers Play-dough Puzzles</p>		 	



## Reception Progression of Skills - Writing

### Reception

- . Form lower-case and capital letters correctly. Writing-Reception
- . Spell words by identifying the sounds and then writing the sound with letter/s.

### Writing-Reception

- . Re-read what they have written to check that it makes sense. Writing-Reception
- . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing Reception

### Handwriting - PD

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception

Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.

Letter formation is taught in a timely manner so it links with RWI phonics programme.

Teach RWI letter formations adapted to include out strokes and to match letter join formation.

### Writing- ELG.

- . Write recognisable letters, most of which are correctly formed. Writing-ELG
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

### Writing-ELG

Write simple phrases and sentences that can be read by others. Writing-ELG

### Handwriting - PD

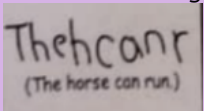
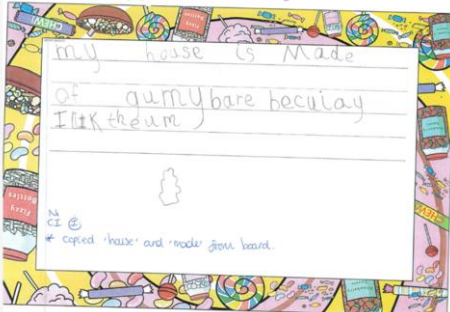
Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.


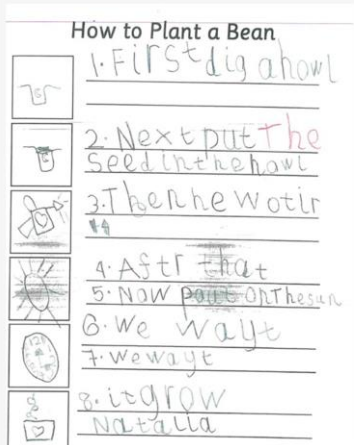
### FMS-ELG

The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. There is a selection of pencil grips available. Left-handed pupils should receive specific teaching to meet their needs. Promote good posture for handwriting.

	Autumn		Spring		Summer	
Early Step	I write random letters but there is no connection between letters and sounds.	I write random letters but there is no connection between letters and sounds.	I use letter strings which travel from left to right and top to bottom.	I attempt to 'read' my writing.	I can write recognisable letters, most of which are correctly formed.	I copy words that I see in the environment around me.
Mark Making	I am beginning to write recognisable letters.	I form some letters correctly.		I am beginning to write recognisable letters, most of which are correctly formed.	I can write all letters of the alphabet as recognisable letters, which are correctly formed; however we are aiming for pupils to be able to form letters correctly and confidently.	I often do not know what the words say.
	I talk about the different marks they make.	I write most or all of their name with a Capital			I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	I write letters with spaces between them to resemble the idea of words.

	<p>I write most or all of my name (not all letters formed correctly).</p>  <p>A typical 4 and 5 year old will use a tripod grasp, where movement comes from the thumb and fingers. Pupils can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>letter at the beginning (not all formed correctly).</p>	<p>I talk about my writing and give meaning.</p> <p>I can write simple labels.</p>	<p>I can write recognisable letters, most of which are correctly formed, including writing my name.</p>	<p>I am beginning to develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	
<p>Developing Writing</p> <p>Words</p>	<p>I can begin to spell out and write down vc, cvc words by matching letters and sounds e.g. at, in, up, cat, dog, Pig.</p> <p>I can begin to write two or three letters in sequence.</p> <p>I write the initial sound in words.</p>	<p>I use some of their print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write simple lists.</p>	<p>I can begin to write High Frequency decodable and RWI red words from memory e.g. I, go, to, the, no, into</p> <p>I can write the sounds in CVC words in the correct order e.g. mum, dad. and, can, dog etc</p>	<p>I can begin to spell out words with consonant clusters, vowel digraphs and trigraphs e.g. . Buzz, fill, mess, ship, chip, thing, rush, boat, sheep,</p> <p>I can spell words by identifying the sounds and then writing the</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. Buzz, fill, mess, ship, chip, thing, rush, boat, sheep.</p> <p><b>Expected</b></p>	<p>I write more challenging words with my increasing sound knowledge.</p> <p>I can write some RWI red words (CEWs)</p> <p>I can write words with adjacent consonants.</p> <p>Children move from the early phonemic and letter name stage through to the transitional stage. The transitional stage is where whole sentence writing develops, with children using their phonic knowledge to sound out words.</p> <p><b>Challenging examples:</b></p>

	<p>I might hear and write final sounds first and then medial.</p> <p>I write from left to right.</p> <p>I begin to write the letter sounds in words that I can hear e.g. muy - mummy pto - potato sbr - strawberry</p>  <p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.</p>		<p>I can correctly identify and write the final sounds that I hear in words.</p> <p>I can correctly identify and write the medial sounds heard in words.</p>	<p>sound with letter/s with the help of a sound mat.</p> <p>I am beginning to write some longer words using phonic knowledge.</p> <p>I can write some red words correctly. (RWI Set 1).</p>		<p>I use different spelling choices and more syllables.</p> <p>I can write longer words with plausible attempts</p> <p>I am beginning to write words with alternative graphemes and some split digraphs- home, make, love, chair, blow etc.</p> <div data-bbox="1610 541 2076 930"><p>Spring</p><p>All syllables represented. A child hears beginning, middle and end sounds.</p></div>
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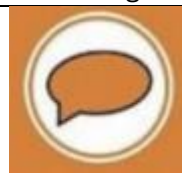
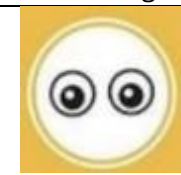

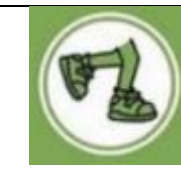
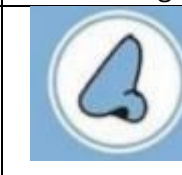
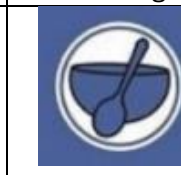

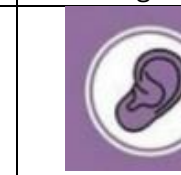
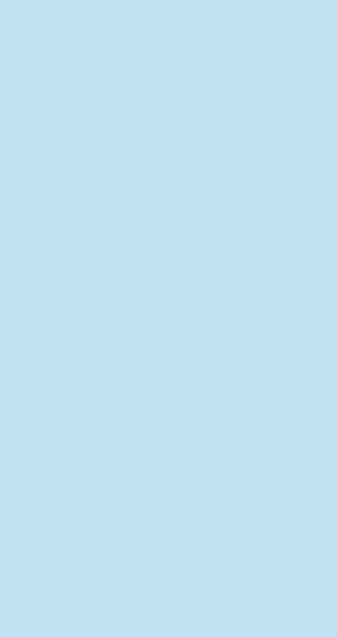
						<p>Autumn</p> <p>Letter name stage. Initial and final sounds appear. Beginning and ending letters are used to represent words.</p>  <p>Summer</p> <p>Whole sentence writing develops. Multiple related sentences with many words spelled correctly.</p> 
Developing Writing Sentences	My writing is beginning to be readable to others.	<p>Some simple words can be read by others.</p> <p>I attempt to put a space between some of my words.</p> <p>I sometimes attempt to use known words.</p>	<p>Most simple words can be read by others.</p> <p>I attempt to put spaces between most of my words.</p>	<p>Some simple phrases and most words can be read by others.</p>	<p>Most simple phrases and words can be read by others.</p> <p>I attempt to put finger spaces between some of my words.</p>	<p>All to write simple phrases and sentences that can be read by others.</p> <p>I am beginning to put finger spaces between some words.</p> <p>I can form lower-case and capital letters correctly.</p>

			I start to use known words.			<p>Sometimes I use a capital letter for a sentence. But always for my name.</p> <p>Sometimes I use full stops (not always in the correct place).</p>
Text forms and Purposes	I can write lists, greeting cards and menus.		I can write short captions and messages.		<p>I can write a caption to match a picture.</p> <p>I might attempt to write a short sentence in meaningful contexts.</p>	<p>All to write a simple dictated sentence.</p> <p>I might attempt to write short sentences in meaningful contexts.</p>



#### READINESS FOR YEAR ONE:

- Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.
- Write simple sentences that can be read by others (including the use of some finger spaces)
- Start to develop an understanding of capital letters and full stops.
- Begin to use digraphs when spelling.
- Begin to spell some red words accurately.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others
- Write their own full name

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
To write a simple sentence and tell an adult what it says.	<p>Recognise their name and make marks to represent it.</p> <p>Writes some letters in their name.</p> <p>Gives meaning to the marks they make when drawing, painting or writing.</p> <p>Hears and identifies initial sounds in words. Hears and identifies final sounds in words.</p> <p>Orally blends and segments the sounds heard in words.</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.</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 their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing &amp; writing).</p> <p>Writes most or all of their name with a Capital letter at the beginning (not all formed correctly).</p>	<p>Begins to develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Talks about the different marks they make.</p> <p>Begins to form recognisable letters.</p> <p>Forms some letters correctly.</p> <p>Writes own name. (some letters may not be formed correctly).</p> <p>Correctly identifies and writes final sounds heard in words.</p> <p>Correctly identifies and writes medial sounds heard in words.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Forming lower-case and capital letters correctly.</p> <p>Writes a label or caption.</p> <p>Attempts to writes simple sentences.</p> <p>Beginning to put finger spaces between some words.</p> <p>Sometimes uses a capital letter for a sentence.</p> <p>Sometimes uses full stops (not always in the correct place).</p>	<p>L:W</p> <p>-Write recognisable letters, most of which are correctly formed.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-Write simple phrases and sentences that can be read by others.</p>

F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking/Hearing
								
				Identifies separate words in spoken sentences.	Writes the sounds in CVC words in the correct order.			
				Hears and identifies medial sounds in words.				
				Links letters to sounds. Correctly identifies and writes initial sounds heard in words.				
					Spells words by identifying the sounds and then writing the sound with letter/s			
					Beginning to write some longer words using phonic knowledge.			
					Writes some red words correctly. (RWI Set 1).			
					Writes a label for a drawing/diagram.			

Reception

GRAMMARISTIC	
Basics – capital letters and finger spaces. 	Punctuation ● 

BOOMTASTIC					
Rhyme		Alliteration		Onomatopoeia	
					
Reception Write Stuff texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	  	 	  		

### Year 1


Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End of Reception writing skills						
<p>Re-read what they have written to check that it makes sense.</p> <p>Forming lower-case and capital letters correctly.</p> <p>Writes a label or caption.</p> <p>Attempts to writes simple sentences.</p> <p>Beginning to put finger spaces between some words.</p> <p>Sometimes uses full stops (not always in the correct place).</p>	<p>Recap leaving spaces between words</p> <p>Using capital letters for proper nouns and personal pronouns</p> <p>Begin to use a capital letter for a Sentence. And for the pronoun 'I'</p> <p>Using full stops to demarcate sentences (not always in the correct place)</p>	<p>Leave spaces between words</p> <p>Use capital letters for proper nouns and personal pronouns</p> <p>Sometimes use capital letters but always for 'I'.</p> <p>Use full stops to demarcate sentences.</p>	<p>Leave spaces between words</p> <p>Use capital letters for proper nouns and personal pronouns</p> <p>Use capital letters most of the time but always for 'I' and for the first letter in names.</p> <p>Use full stops to demarcate sentences.</p> <p>Begin to be aware of other punctuation marks e.g. !?</p>	<p>Leave spaces between words</p> <p>Use capital letters for proper nouns and personal pronouns</p> <p>Use capital letters to demarcate sentences including the pronoun 'I' and at the start of names.</p> <p>Use full stops to demarcate sentences and begin to use question marks.</p> <p>Identify exclamation marks in texts and talk about why it has been used</p>	<p>Leave spaces between words</p> <p>Use capital letters for proper nouns, names and personal pronouns</p> <p>GDS: Use capital letters and full stops to demarcate most sentences and sometimes use question marks correctly and begin to use exclamation marks.</p>	<p>Leave spaces between words</p> <p>Demarcate some sentences with a question mark or exclamation mark.</p> <p>GDS: Demarcate most sentences with capital letters and end punctuation (full stop or question mark)</p> <p>Use capital letters for proper nouns, names and personal pronouns.</p> <p>Sometimes use capital letters for places and days of the week.</p>

<p>Write simple phrases and sentences that can be read by others.</p>	<p>Rehearse and write simple phrases.</p> <p>Compose sentences orally and begin writing it.</p> <p>Use basic descriptive language.</p> <p>Re-read own work.</p> <p>Begin to sequence sentences to form a short narrative or piece of information writing.</p> <p>Begin to use and experiment with new vocabulary in writing.</p> <p>Begin to change the way some sentences start to interest the reader.</p>	<p>Write in simple phrases and clauses.</p> <p>Use basic descriptive language.</p> <p>Re-read own work.</p> <p>Begin to sequence sentences to form a short narrative or piece of information writing.</p> <p>Begin to use and experiment with new vocabulary in writing.</p> <p>Begin to change the way some sentences start to interest the reader.</p>	<p>Begin to write compound sentences e.g. and.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense</p> <p>Begin to sequence sentences to form a short narrative or piece of information writing.</p> <p>Use and experiment with new vocabulary in some writing.</p> <p>Change the way some sentences start to interest the reader.</p>	<p>Use compound sentences to provide the reader with more detail.</p> <p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense</p> <p>Use and experiment with new vocabulary in some writing.</p> <p>Change the way some sentences start to interest the reader.</p>	<p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense</p> <p>Use the conjunction 'and' to join two clauses.</p> <p><i>GDS: Use and experiment with new vocabulary in writing.</i></p> <p><i>GDS: Confident in changing the way sentences start to interest reader.</i></p>	
<p>Handwriting (posture, position of pencil grip and paper)</p> <p>Y1 objectives:</p>	<p>To be able to do pre-cursive patterns including circles, spirals, diagonals, zigzags, loops and waves.</p> <p>Follow Letter Join lessons. Teach letter families e.g. Long ladder letters; i, l, t, u, j</p>		<p>Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term</p>	<p>Write recognisable letters, most of which are correctly formed.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write letters on the line.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write letters on the line.</p>

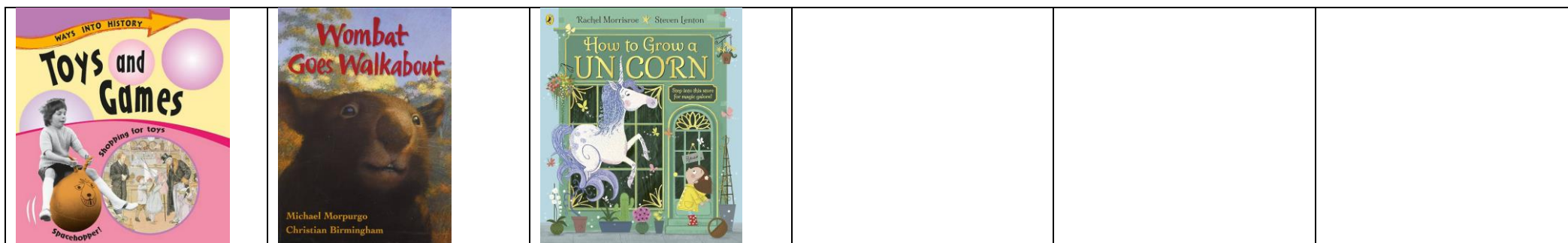
Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting ‘families’ and to practise these. To form and size letters correctly using the handwriting guidelines	Curly caterpillar letters; a, c, f, e, s, g One armed robot letters: b, h, k, m, p, r Zig zag letters; v, w, x, z Capital letters Numbers 0-9 Punctuation marks and Maths symbols Other symbols e.g.£ @ and punctuation actions (e.g. ? ! , ; : ” ‘ ( ) - .  Begin to form capital letters and digits 0-9 correctly.  Write at an appropriate size and begin to write letters on a line.		Begin to form capital letters and digits 0-9 correctly.  Write at an appropriate size and begin to write letters on a line.	Form capital letters and digits 0-9 correctly.  Write at an appropriate size and write letters on the line.	Form capital letters and digits 0-9 correctly.  <i>GDS : Begin to show basic handwriting joins</i>	Form capital letters and digits 0-9 correctly.  <i>GDS : Begin to show basic handwriting joins</i>
Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make	Begin to use ‘ed’ and ‘ing’ as a suffix.  Begin to use ‘s’ or ‘es’ to show plural nouns.  Begin to spell days of the week correctly from a model.  Begin to spell some common exception	Use ‘ed’ and ‘ing’ as a suffix sometimes.  Begin to use the prefix ‘un’.  Begin to use ‘s’ or ‘es’ to show plural nouns.  Begin to use 'and' to join two words together.	Use ‘ed’ , ‘ing’ and begin to use ‘er’ & ‘est’ as a suffix correctly where no change is needed in the spelling of the root words..  Use the prefix ‘un’ for some words.	Use ‘ed’, ‘ing’ ,‘er’ & ‘est’ as a suffix correctly where no change is needed in the spelling of the root words.  Use the prefix ‘un’ for some words.  Sometimes use ‘s’ or ‘es’ to show plural nouns.	Use the prefix ‘un’ for some words.  Sometimes use ‘s’ or ‘es’ to show plural nouns.  Spell most words using the suffixes -ing, -ed, -er and -est correctly where no change is needed in the spelling of the root words  Spell the days of the week correctly.  Spell some common exception words correctly.	

phonically-plausible attempts at others.  Spell many Year 1 common exception words.	<p>words linked to RWI phonics e.g. to, the, put, no, of, go, I, into, he, we, she, me, be, you, your, said, my, are, baby etc</p> <p>Spell phonemically regular words correctly (linked to their stage of RWI phonics) and make phonically-plausible attempts at others.</p> <p>Sing the alphabet song along with a model.</p>	<p>Spell phonemically regular words correctly (linked to their stage of RWI phonics) and make phonically-plausible attempts at others.</p> <p>Sing the alphabet song and begin to use some letter names.</p>	<p>Begin to use 's' or 'es' to show plural nouns.</p> <p>Use the conjunction 'and' to join two clauses sometimes.</p> <p>Spell the days of the week correctly sometimes.</p> <p>Spell some common exception words correctly e.g. come, some, you, your</p> <p>Spell phonemically regular words correctly (linked to their stage of RWI phonics) and make phonically-plausible attempts at others.</p> <p>Name some letters of the alphabet correctly</p>	<p>Use the conjunction 'and' to join two clauses.</p> <p>Spell some common exception words correctly.</p> <p>Spell phonemically regular words correctly (linked to their stage of RWI phonics) and make phonically-plausible attempts at others.</p> <p>Name some letters of the alphabet correctly</p>	<p>Spell phonemically regular words correctly (linked to their stage of RWI phonics) and make phonically-plausible attempts at others.</p> <p>Name some letters of the alphabet correctly and be able to use some letter names to distinguish between alternative spellings of the same sound</p> <p><i>GDS: Spell almost all Y1 common exception words and some Y2 common exception words</i></p>
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			GRAMMARISTIC	
Sentence Structure	Purpose	Past and Present Tense	Basics – capital letters and finger spaces.	Punctuation ●

(Compound sentences using the coordinating conjunction 'and')  					
			BOOMTASTIC		
			Rhyme  	Alliteration  	Onomatopoeia  

Year 1 Write Stuff texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					




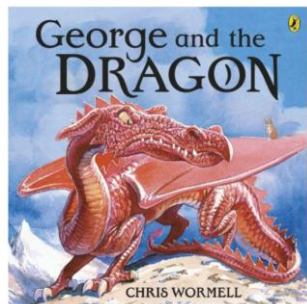
Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>End of Year 1 writing skills</p> <p>Compose sentences orally and in writing.</p> <p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Use basic descriptive language.</p> <p>Re-read and check writing makes sense.</p> <p><i>GDS: Use and experiment with new vocabulary in writing.</i></p>	<p>Write sentences that are sequenced to form a short narrative (real, personal experiences or fictional)</p> <p>Begin to edit own work with additions, revisions and proof-reading corrections with the support from an adult.</p> <p>Begin to use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Begin to write different types of sentences – statements, commands, questions and exclamatory sentences.</p>		<p>Write about real events, recording these simply and clearly.</p> <p>Take more responsibility to edit own work with additions, revisions and proof-reading corrections with the support from an adult.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join most clauses.</p> <p>Write some different types of sentences – statements, commands, questions and exclamatory sentences.</p>		<p>Write about real events, recording these simply and clearly.</p> <p><i>Make simple additions, revisions and proof-reading corrections to their own writing.</i></p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Write different types of sentences –</p>	<p><b>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><b>EXS: Write about real events, recording these simply and clearly</b></p> <p><i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p>

<p><i>GDS: Confident in changing the way sentences start to interest reader.</i></p> <p>Demarcate <b>some</b> sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun 'I'.</p> <p>GDS: Demarcate <b>most</b> sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p>					<p>statements, commands, questions and exclamatory sentences.</p>	<p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Add description and specification using expanded noun phrase.</p> <p>Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>
<p>Handwriting (posture, position of pencil grip and paper)</p> <p>Pupils should revise and practise correct</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term</p>	<p>Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term</p>	<p>Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term</p>	<p>Form lower-case letters of the correct size relative to one another. (...in some of their writing. End of KS1 WTS)</p>










<p>letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <p>Sit correctly and use correct pencil grip, write correctly-sized lowercase letters/starting to join/word spacing/capitals and digits</p> <p>In discreet handwriting sessions, pupils will be able to write high frequency words using joins. Pupils will be encouraged to start to join some words in their English writing when they are ready.</p>	<p>Start joining letters using diagonal and horizontal strokes through discrete lessons. e.g. i,l, t. Write words that are joined e.g. ill, it, lit, tilt</p> <p>Use progression of word families e.g. i, l, t u, w, e c, o a, d n, m, h</p> <p>Begin to show an awareness of which letters do not join and use appropriate spacing e.g. capital letters.</p> <p>Begin to form capital letters, ascenders and descenders at a correct size.</p>	<p>To start joining letters using diagonal and horizontal strokes through discrete lessons. e.g. j,y. Write words that are joined e.g. yell, eye, jaw, jay</p> <p>Use progression of word families e.g. j, y g, q b, p, k v, s, r f, z, x</p> <p>Begin to show an awareness of which letters do not join and use appropriate spacing e.g. capital letters.</p> <p>Begin to form capital letters, ascenders and descenders at a correct size.</p>	<p>Form lower-case and capital letters in the correct direction, size, orientation, starting and finishing in the right place, relative to one another in some of their writing.</p> <p>Show an awareness of which letters do not join e.g. capital letters.</p> <p>Start joining letters using diagonal and horizontal strokes.</p> <p>Form capital letters, ascenders and descenders at a correct size.</p> <p>Use appropriate spacing between words.</p>	<p>Form lower-case and capital letters in the correct direction, size, orientation, starting and finishing in the right place, relative to one another in some of their writing.</p> <p>Show an awareness of which letters do not join e.g. capital letters.</p> <p>Start joining letters using diagonal and horizontal strokes.</p> <p>Form capital letters, ascenders and descenders at a correct size.</p> <p>Use appropriate spacing between words.</p>	<p>Use spacing between words that reflects the size of the letters.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Show an awareness of which letters do not join e.g. capital letters.</p> <p>Start joining letters using diagonal and horizontal strokes.</p> <p>Form capital letters, ascenders and descenders at a correct size.</p> <p>Use appropriate spacing between words.</p>	<p>Use spacing between words that reflects the size of the letters.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (End of KS1 GDS)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (End of KS1 EXS)</p> <p>Use spacing between words that reflects the size of the letters. (End of KS1 EXS)</p>
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<p>Spelling and grammar</p> <p>Spell some words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p><i>GDS: Spell almost all Y1 common exception words and some Y2 common exception words</i></p> <p>Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words.</p>	<p>Begin to use present and past tense correctly.</p> <p>Begin to add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Begin to demarcate some sentences with capital letters and full stops. Attempt to use a question mark or exclamation mark.</p> <p>Spell some common exception words.</p>	<p>Begin to use present and past tense correctly.</p> <p>Begin to add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Begin to demarcate some sentences with capital letters and full stops. Attempt to use a question mark or exclamation mark.</p> <p>Spell some common exception words.</p>	<p>Use present and past tense mostly correctly.</p> <p>Add suffixes to spell some words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Demarcate some sentences with capital letters, full stops and question marks. Begin to use exclamation marks.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words</p>	<p>Use present and past tense mostly correctly.</p> <p>Add suffixes to spell some words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Demarcate some sentences with capital letters, full stops and question marks. Begin to use exclamation marks.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words.</p>	<p>Use present and past tense mostly correctly and consistently including a progressive/ongoing action e.g. adding suffix 'ing' jumping, eating, reading etc.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p><i>GDS: Use the punctuation taught at key stage 1 mostly correctly.</i></p> <p>Segment spoken words into phonemes and represent these by</p>	<p><b>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><b>EXS: Write about real events, recording these simply and clearly</b></p> <p><i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join</p>
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					<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>GDS: Spell most common exception words</p>	<p>clauses. Add description and specification using expanded noun phrase.</p> <p>Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>
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Year 2 Write Stuff texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

			GRAMMARISTIC		
Sentence Structure	Purpose	Past and Present Tense	Basics – capital letters and finger spaces.	Punctuation ●	Adverbs

<p>Coordinating conjunctions - or / and / but</p> <p>Subordinating conjunctions - when / if / that / because</p> 						
			BOOMTASTIC			
			<p>Rhyme</p> 	<p>Alliteration</p> 	<p>Onomatopoeia</p> 	

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>End of Year2 Expectations</b></p> <p><b><i>Audience, Purpose and Composition</i></b></p> <p>Make simple additions, revisions</p>	<p>Edit Type 1: Punctuation (capital</p>	<p>Edit Type 1:</p>	<p>Edit Type 1: Punctuation</p>	<p>Edit Type 1: Spelling</p>	<p>Edit Type 1: Missed or additional words</p>	<p>Use editing type 1 (punctuation,</p>

<p>and proof-reading corrections to their own writing.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly.</p>	<p>letters and end punctuation – full stops, question marks when required and apostrophes for singular possession, including commas for lists.</p>	<p>Punctuation from Autumn 1, plus begin to correct apostrophes for contraction.</p>	<p>Punctuation from Autumn term, plus begin to correct inverted commas to punctuate direct speech.</p>			<p>spelling and missed or additional words) to add, revise and correct errors.</p>
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<p><b>Punctuation</b></p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>	<p>Continue to practise the punctuation from years 1 and 2. Capital letters for the start of sentences, proper nouns and the pronoun 'I' Full stops, question marks and exclamation marks at the end of sentences.</p> <p>Revise apostrophes for singular possession</p>	<p>Begin to use apostrophes for contractions.</p> <p>Begin to use direct speech within narratives.</p>	<p>Begin to use apostrophes for contraction and begin to correct mistakes in editing process.</p> <p>Begin to use inverted commas.</p>	<p>Begin to use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</p> <p>Sometimes use inverted commas correctly with the teach enforcing the use of a capital letter at the start.</p>	<p>Sometimes use commas correctly to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Mostly use inverted commas correctly and begin using a capital letter at the beginning.</p>	<p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2). Use commas mostly correctly to mark grammatical boundaries.</p> <p>Begin to use apostrophes for contraction and singular possession correctly (secure from Year 2).</p> <p>Begin to use direct speech within narratives. Use inverted commas to punctuate direct speech.</p>
<p><b>Grammar</b></p> <p>Write different types of sentences – statements, commands, questions and</p>	<p>Revise the term 'clause'.</p> <p>Revise the term subject and revise the term 'verb'.</p>					

<p>exclamatory sentences.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Add description and specification using adjectives to expand a noun phrase.</p>	<p>Children practise writing different types of sentences from year 2.</p> <p>Ensure the children know the difference between a main clause and subordinate clause.</p> <p>Recap the terms coordinating conjunction and subordinating conjunction.</p> <p>Revise using co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>Practise adding description and specification using adjectives to expand a noun phrase.</p> <p>Recap the term adjective, noun and phrase.</p>	<p>Begin to use the subordinating conjunctions before, after, although so and while, in my writing.</p> <p>Introduce the term 'preposition'.</p> <p>Prepositions – Introduce prepositions relating to place and position, e.g. under,</p>	<p>Begin using preposition of place and position to post modify a noun phrase, e.g. The large, red box <i>under the bed</i>.</p>	<p>Sometimes use the subordinating conjunctions before, after, although so and while in my independent writing and begin use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Sometimes use preposition of place and position to post modify a noun phrase correctly.</p> <p>Begin using prepositions to</p>	<p>Mostly use the subordinating conjunctions before, after, although so and while in my independent writing and sometimes use the comma to separate clauses in complex sentences where the subordinate clause appears first.</p> <p>Mostly use preposition of place and position to post modify a noun phrase correctly.</p> <p>Sometimes use prepositions to</p>	<p>Write a range of sentences with more than one clause (subordinate clauses) by using a wider range of conjunctions (when, before, after, while, so because, although) in independent writing.</p> <p>Add detail and precision through expanding noun phrases using modification before the noun (adjective) and prepositional phrases after the</p>
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<p>Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]</p>	<p>Recap verbs as 'doing' or 'action' words; Verbs as 'being' words, e.g. am, was, were. Tense consistency.</p> <p>Recap writing in the present and past tense to mark actions in progress, e.g. she is drumming; he was shouting.</p> <p>Recap adverbs from year 2. Recap the term 'adverb' and adverbs to express 'how' something is done, e.g. happily</p>	<p>beneath, above, beyond, below</p> <p>Recap simple past tense.</p> <p>Use adverbs to express time, e.g. then, next, suddenly, eventually, soon</p>	<p>Use adverbs to express cause, e.g. as long as, as much as, as though, in order that, now, since, so, so that</p>	<p>express time, place and cause using prepositions e.g. before, after, during, in, because of</p> <p>Use adverbs to express place, e.g. anywhere, downstairs, here, nowhere, outside, somewhere, there, underground</p>	<p>express time, place and cause using prepositions e.g. before, after, during, in, because of</p> <p>Introduce the term 'present perfect', e.g. He has gone out to play.</p> <p>Use adverbs to express number or frequency, never, seldom, once, regularly.</p>	<p>noun (secure and extend from Year 2).</p> <p>Use present and past tense correctly and consistently, including use of the present perfect instead of the simple past.</p> <p>Adverbs - Expressing time, place and cause using adverbs, e.g. then, next, suddenly, silently, eventually. soon, therefore</p> <p>Adverbs - Expressing number or frequency using adverbs, e.g.</p>
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						never, seldom, once, regularly.
<b>Spelling</b>	<p>Revise and spell correctly words that have been previously taught, including...</p> <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• those with known prefixes and suffixes.</li> </ul>	<p>Adding the prefixes dis- and in-</p> <p>Adding im- to root words beginning with m or p</p> <p>Adding the suffix –ly</p> <p>Words ending in -ture</p>	<p>Homophones</p> <p>Adding -ation to verbs to form nouns</p> <p>Words with the c sound spelt ch</p> <p>Words with the sh sound spelt ch</p>	<p>Adding the suffix –ion</p> <p>Adding the suffix -ian.</p> <p>Adding the prefix re-</p> <p>Homophones</p> <p>Adding the prefix anti</p>	<p>Adding the prefix super-</p> <p>Adding the prefix sub-</p> <p>Use a dictionary to check spelling where appropriate.</p>	<p>Use and spell correctly many words from the Year 3 / Year 4 spelling list.</p> <p>Word endings – tion, sion, ssion, cian, sure, ture</p> <p>Use a dictionary to check spelling where appropriate.</p> <p>Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p> <p>Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super,</p>

						anti, auto, ation, ly, ous
<b>Handwriting</b>	Use joined up writing consistently and independently.					

			GRAMMARISTIC			
Sentence Structure 	Purpose 	Past and Present Tense 	Basics – capital letters and finger spaces. 	Punctuation ● 	Adverbs and Adverbial Phrases 	
			BOOMTASTIC			
		Simile 	Rhyme 	Alliteration 	Onomatopoeia 	

Year 3 Write Stuff texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 4 Write Stuff texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

