EYFS Progression of Skills - Writing

Random Scribbling	Scribe Writing Progression is from left to right	Symbols and represent letters	Random Letters	Letter strings	ft to Separated b	Letter Groups AEB 21 WD I FHJIP y spaces to resemble words.
at any point	Progression is from left to	Mock lette	A E P C	Ateies Ateies aptipm	ft to Separated b	ND) I FHJZP
at any point	from left to	Mock lette	ers or symbols	Letter strings move from le	ft to Separated b	u spaces to resemble words
		Mock letters or symbols		right and move down the p		g spaces to reservate words.
Letter Na	me Stage	Traditional Stage (Typical end of Reception and Year 1)				
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.
IVA DAAO	We win to the s (We want to the store) I lk mi Bk	Thehcanr (The horse can run) I lik to pla with my cat:		My fav orif dinosor is the stegosorus.	To daye i won to play within the White board and the shapes and I won to play with My fee	One day I sow my Frid it was Isoal and Antonio and Thay set lost I fail Thim. The end Takes I am going the takes for it in my matter takes for it in my matter for my fails by a proper for my fails by a proper for my fails by a proper for my fails by a proper
Use some of t letter knowledg writing. E.g. wr shopping list th	present words their print and ge in their early riting a pretend nat starts at the	Medial sound may initially be written as a consonant. Vowels begin to appear.		A child hears beginning, middle and end sounds.	Whole sente	ence writing develops.
	Beginning sounds andom and initial onsonants VADAO reginning and are used to repute Use some of the opter knowledger the knowledger hopping list tho op of the pag	sounds sounds appear andom and initial onsonants VADAAO	Beginning sounds andom and initial onsonants Initial and final sounds appear Vowel so Evidence VA DAAO Wante Has memory The has memory Very Bare Medial sound mag a consonant. Vow Use some of their print and other knowledge in their early priting. E.g. writing a pretend hopping list that starts at the op of the page; write 'm' for	Beginning sounds andom and initial onsonants Initial and final sounds appear Vowel sounds appear Evidence of red words WA DMO Mandates are used to represent words The formation are used to represent words Medial sound may initially be written as a consonant. Vowels begin to appear. Use some of their print and ther knowledge in their early rriting. E.g. writing a pretend hopping list that starts at the op of the page; write 'm' for Medial sound may initially be written as a consonant. Vowels begin to appear.	Beginning sounds andom and initial consonants Initial and final sounds appear Vowel sounds appear Evidence of red words All syllables represented VA DMO Mandalks initial consonants Mandalks initial initial consonants Mandalks initial consonants Mandalks initial consonants Mandalks initial consonants VA DMO Mandalks initial consonants Medial sound may initially be written as a consonant. Vowels begin to appear. A child hears beginning, middle and end sounds.	(Typical end of Reception and Year 1) Beginning sounds andom and initial onsonants Initial and final sounds appear Vowel sounds appear All syllables represented Inventive spelling VA DAO Market BK The construction Inventive spelling Inventive spelling VA DAO Market BK The construction Inventive spelling VA DAO Market BK The construction Inventive spelling reginning and ending letters are used to represent words Medial sound may initially be written as a consonant. Vowels begin to appear. A child hears beginning, middle and end sounds. Whole senter Use some of their print and opping list that starts at the op of the page; write 'm' for Medial sound may initially be written as a consonant. Vowels begin to appear. A child hears beginning, middle and end sounds. Whole senter

holding pens and pencils.	Write some or all of Write some letters								
I can write my name. Some recogni sable letters when I write.	on in representing	l can write nitial sounds and word endings.	I can write cvc words using RWI Set 1 sounds. I am starting to write RWI Set 1 red words.	l 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.	l can write a simple sentence using my phonic knowledge and knowledge of red words.	l am starting to use a full stop. I can reread what I have written.	l 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
Early Step	I explore making marks, but I do not	I can mark-make with shapes and lines.	I can make marks with purpose.
	communicate meaning.	I draw basic pictures, and I begin to	I write symbols and shapes that look like writing.
Mark Making	Random scribbling.	ascribe meaning to the marks I make (I	I assign meaning to the marks (the meaning remains the same)
	Ellen and dem	may change the meaning).	I draw strings of letters that do not create words left to right.
		I use lines to look like writing.	All children to write some or all their name in a recognisable way.
	U'S FALLO	Scribble writing.	
	in his the me	Left to right direction.	
	1 CC PILLOR	l begin to assign meaning	
	10 Coc	Children begin to attempt to write their	
	- Vm	name. Scribble writing/symbols that represent letters.	
		Party Shopping List	
	We will encourage pupils to take the		
	opportunity, time and space to make	I will need	
	marks e.g. using paintbrushes in water,	1.0 Winner Stranger	
	making marks in mud, shaving foam,	· S. Bull a store alles ale	
	snow, cornflour, finger marks on a	(Sor	
	steam-up window etc.	eum att	
		minur) 7 m Calanting	
		2010 La 10 00 - 10 00 00 00 00 00 00 00 00 00 00 00 00	
		1111 N.	
		Pre-writing patterns e.g. Form circles,	
		spirals, lines, diagonals, jellies, zigzags,	
		loopies, waves and other marks and	
		shapes.	

		A typical 3 and 4 year old will still be developing a static tripod grasp, where movement comes from the wrist.	<image/> <image/> <image/>
Developing	I can recognise my name and find it	I am beginning to hear initial sounds and	I can hear initial sounds in words and write the letters down to match.
Writing Words	among other names.	attempt to write these down. E.g. m - mum letter for name.	c - cat d- dog p. pig
words			p - pig I can write short strings of letters to represent words.
			All children to be able to recognise words with the same initial sound eg man and mummy.

Developing	I can formulate and say a simple	I can orally compose a sentence and hold	
Writing	sentence for writing.	it in my memory.	
5	5	I can begin to say what my 'writing' says	
Sentences		Repeats and Recalls	
Text forms and	I recognise that writing can be read by	I talk about the difference between a	I attempt to write simple labels.
Purposes	others and am inquisitive to see what it	fiction and on-fiction book eg. This is a	
	says.	storybook. This tells me information	
		about animals. This is a shopping list.	
Gross motor skills	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 Yoga sessions for building core strength, enhancing gross motor skills such as air-	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.	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. Consider appropriate size pencils with triangular grip.
	writing, pattern-making and outside- based physical activities.	 Fixed Rate <	

Nursery

F	А	Ν	Т	А	S	Т	I	С		
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking/Hearing		
\bigcirc	\bigcirc	00					\bigcirc			
				BOOMTASTIC						
	Rhyme					Alliteration				
						P 'ph'				

	Language Led Learning links								
Autumn 1	Autumn 2	Spring 1 Gross motor: Yoga Bubbles Assault course Scarve play Ball play Fine Motor: Threading Marble Run Tweezers Play-dough Puzzles	Spring 2	Summer 1	Summer 2				

		Rece	ption Progres	sion of Skills	- Writing	
. Spell words by Writing-Recept . Re-read what Reception . Write short se using a capital Handwriting - I Develop their s competently, sa writing. PD.FMS Develop the fou efficient. PD.FM	they have written to check th ntences with words with kno letter and full stop. Writing R PD mall motor skills so that they afely and confidently. Sugges S - Reception undations of a handwriting st	etly. Writing-Recept then writing the sound that it makes sense. wn letter-sound co eception y can use a range of sted tools: pencils f tyle which is fast, ac so it links with RWI p	ion und with letter/s. Writing- rrespondences f tools for drawing and ccurate and	Writing- ELG. . Write recognisa Spell words by id or letters. Writing-ELG Write simple phra Handwriting - PI Hold a pencil effe almost all cases. FMS-ELG The size of the wri pupil's hand. What correctly so that b	ble letters, most of which are correctly for entifying sounds in them and representing ases and sentences that can be read by of D ectively in preparation for fluent writing- us ting implement (pencil, pen) should not be to sever is being used should allow the pupil to bad habits are avoided. There is a selection of s should receive specific teaching to meet th	g the sounds with a letter thers. Writing-ELG sing the tripod grip in boo large for a young hold it easily and f pencil grips available.
	Autumn		Spr	ring	Summer	
Early Step	I write random letters but	l write random	l use letter	l attempt to	I can write recognisable letters, most of	I copy words that I see

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

	I write most or all of my name (not all letters formed correctly). 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.	letter at the beginning (not all formed correctly).	I talk about my writing and give meaning. I can write simple labels.	I can write recognisable letters, most of which are correctly formed, including writing my name.	I am beginning to dev of a handwriting style accurate and efficient	e which is fast,
Developing Writing Words	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. I can begin to write two or three letters in sequence. I write the initial sound in words.	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. I can write simple lists.	I can begin to write High Frequency decodable and RWI red words from memory e.g. I, go, to, the, no, into I can write the sounds in CVC words in the correct order e.g. mum, dad. and, can, dog etc	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, I can spell words by identifying the sounds and then writing the	I can spell out words with consonant clusters, vowel digraphs and trigraphs. Buzz, fill, mess, ship, chip, thing, rush, boat, sheep. Expected	I write more challenging words with my increasing sound knowledge. I can write some RWI red words (CEWs) I can write words with adjacent consonants. 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. Challenging examples:

I might hear and write final sounds first and then medial. I write from left to right. I begin to write the letter sounds in words that I can hear e.g. muy - mummy pto - potato sbr - strawberry Theheoto beginning letters and sounds for my phrase. There may be no spaces between words.	I can correctly identify and write the final sounds that I hear in words.sound with letter/s with the help of a sound mat.I can correctly identify and write the medial sounds heard in words.I am beginning to write some longer words using phonic knowledge.I can write some red words correctly. (RWI Set 1).	I use different spelling choices and more syllables. I can write longer words with plausible attempts I am beginning to write words with alternative graphemes and some split digraphs- home, make, love, chair, blow etc.
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						Autom Letter name stage. Initial and final sounds appear. Beginning and ending letters are used to Terpresent works WANTED! WANTED! WANTED! WEDDIE WEDDIE WEDDIE WEDDIE WOULD HERE Whole sentence writing develops. Multiple related sentences with many words spelled correctly How to Plant a Bean I.FITSTAIG ahow 2. Next pute the Seedint the hawi 3. Then he wo tir A AStI Hat A AStI Hat A ASTI Hat A STI Hat Server Woult A ASTI Hat A ASTI HAT
Developing	My writing is	Some simple words can	Most simple	Some simple	Most simple	All to write simple phrases and sentences
Writing	beginning to be readable to	be read by others.	words can be read by others.	phrases and most words	phrases and words can be read by	that can be read by others.
Sentences	others.	l attempt to put a space		can be read by	others.	I am beginning to put finger spaces between
		between some of my	l attempt to put	others.	l attempt to put	some words.
		words.	spaces			
		words. I sometimes attempt to	spaces between most of my words.		finger spaces between some of	I can form lower-case and capital letters correctly.

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

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	Third checkpoint	Final Checkpoint	Linked ELGs
		December	March	June	
To write a simple	Recognise their name	Use some of their print	Begins to develop the	Re-read what they have	L:W
sentence and tell an	and make marks to	and letter knowledge in	foundations of a	written to check	
adult what it says.	represent it.	their early writing. For	handwriting style, which	that it makes sense.	-Write recognisable
		example: writing a	is fast, accurate and		letters, most of which are
	Writes some letters in	pretend shopping list	efficient.	Forming lower-case and	correctly formed.
	their name.	that starts at the top of		capital letters correctly.	
		the page; write	Talks about the different		-Spell words by
	Gives meaning to the	'm' for mummy.	marks they make.	Writes a label or caption.	identifying sounds in
	marks they make when				them and representing
	drawing, painting or	Use their core muscle	Begins to form	Attempts to writes	the sounds with a letter
	writing.	strength to achieve a	recognisable letters.	simple sentences.	or letters.
		good posture when			
	Hears and identifies	sitting at a table or sitting	Forms some letters	Beginning to put finger	-Write simple phrases
	initial sounds in words.	on the floor.	correctly.	spaces between	and sentences
	Hears and identifies final			some words.	that can be read by
	sounds in words.	Develop their small	Writes own name. (some		others.
		motor skills so that	letters may not be	Sometimes uses a	
	Orally blends and	they can use a range of	formed correctly).	capital letter for a	
	segments the sounds	tools competently, safely		sentence.	
	heard in words.	and confidently.	Correctly identifies and		
		(pencils for drawing &	writes final sounds heard	Sometimes uses full	
		writing).	in words.	stops (not always in	
				the correct place).	
		Writes most or all of their	Correctly identifies and		
		name with a Capital	writes medial sounds		
		letter at the beginning	heard in words.		
		(not all formed correctly).			

F	А	Ν	Т	A		S	Т	I	С
Feeling	Asking	Noticing	Touching	Acti	on	Smelling	Tasting	Imagining	Checking/Hearing
\bigcirc		00		V			\bigcirc	\bigcirc	
						the sounds in			
			Identifies separa	ate words	CVC w	ords in the correct			
			in spoken senter	nces.	order.				
			Hears and identi medial sounds in words. Links letters to s Correctly identif writes initial sou heard in words.	ifies n ounds. ies and	Spells identify and the sound Beginn longer phonic Writes correc				
						a label for a g/diagram.			

Reception

GRAMM	ARISTIC
Basics – capital letters and finger spaces.	Punctuation
	(12)

		BO	OMTASTIC			
Rhyme		Alliteratio	n	Onomatoepoeia		
				a contraction of the second seco		
		Reception	Write Stuff texts			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
The GLANT Jan Sandwic The GLANT Jan Sandwic The GLANT Jan Sandwick The GLAN	<image/>	Figs of the Grand Part Heat Reserve Files Grand Parts				

<u>Year 1</u>

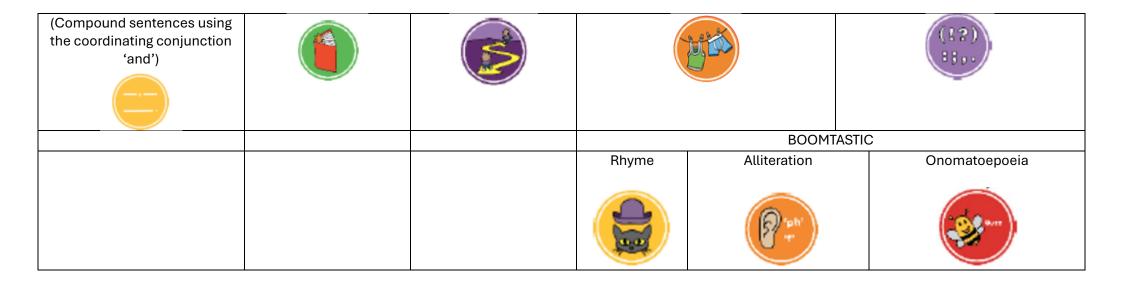
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End of Reception						
writing skills						
Re-read what they	Recap leaving	Leave spaces	Leave spaces	Leave spaces	Leave spaces	Leave spaces
have written to check	spaces between	between words	between words	between words	between words	between words
that it makes sense.	words					
		Use capital letters for	Use capital letters for	Use capital letters	Use capital letters for	Demarcate some
Forming lower-case	Using capital letters	proper nouns and	proper nouns and	for proper nouns and	proper nouns, names	sentences with a
and capital letters	for proper nouns and	personal pronouns	personal pronouns	personal pronouns	and	question mark or
correctly.	personal pronouns				personal pronouns	exclamation mark.
		Sometimes use	Use capital letters	Use capital letters to		
Writes a label or	Begin to use a capital	capital letters but	most of the time but	demarcate	GDS: Use capital	GDS: Demarcate
caption.	letter for a	always for 'l'.	always for 'l' and for	sentences including	letters and full stops	most sentences with
•	Sentence. And for		the first letter in	the pronoun 'l' and at	to demarcate most	capital letters and
Attempts to writes	the pronoun 'l'	Use full stops to	names.	the start of names.	sentences and	end punctuation (full
simple sentences.	I to be a faill at an a to	demarcate	Liss fall stands	Liss full stands	sometimes use	stop or question
Destinging to put	Using full stops to	sentences.	Use full stops to	Use full stops to	question marks	mark)
Beginning to put	demarcate		demarcate	demarcate	correctly and begin	Llas sonital lattara far
finger spaces between some	sentences (not		sentences.	sentences and begin	to use exclamation marks.	Use capital letters for
words.	always in the correct place)		Begin to be aware of	to use question marks.	marks.	proper nouns, names and
worus.	place)		other punctuation	1110185.		personal pronouns.
Sometimes uses full			marks e.g. !?	Identify exclamation		personal pronouns.
stops (not always in				marks in texts and		Sometimes use
the correct place).				talk about why it has		capital letters for
				been used		places and days of
				Soon abou		the week.

Write simple	Rehearse and write	Write in simple	Begin to write	Use compound	Sequence sentences t	
phrases and	simple phrases.	phrases and clauses.	compound	sentences to provide	narrative or piece of in	formation writing.
sentences that can			sentences e.g. and.	the reader with more		
be read by others.	Compose sentences	Use basic descriptive		detail.	Use basic descriptive	language.
	orally and begin	language.	Use basic descriptive			
	writing it.		language.	Sequence sentences	Re-read and check wri	ting makes sense
		Re-read own work.		to form a short		
	Use basic descriptive		Re-read and check	narrative or piece of	Use the conjunction 'a	nd' to join two
	language.	Begin to sequence	writing makes sense	information writing.	clauses.	
	0 0	sentences to form a	U	0		
	Re-read own work.	short narrative or	Begin to sequence	Use basic descriptive	GDS: Use and experim	ent with new
		piece of information	sentences to form a	language.	vocabulary in writing.	
	Begin to sequence	writing.	short narrative or	00	, , , , , , , , , , , , , , , , , , , ,	
	sentences to form a		piece of information	Re-read and check	GDS: Confident in cha	nging the way
	short narrative or	Begin to use and	writing.	writing makes sense	sentences start to inte	
	piece of information	experiment with new				
	writing.	vocabulary in writing.	Use and experiment	Use and experiment		
	witcing.	voodbatary in writing.	with new vocabulary	with new vocabulary		
	Begin to use and	Begin to change the	in some writing.	in some writing.		
	experiment with new	way some sentences	in some writing.	in some winning.		
	-	start to interest the	Change the way	Change the wey		
	vocabulary in writing.		Change the way	Change the way		
		reader.	some sentences	some sentences		
	Begin to change the		start to interest the	start to interest the		
	way some sentences		reader.	reader.		
	start to interest the					
	reader.					
						I
Handwriting	To be able to do pre-cu	-	Interventions for	Write recognisable	Write recognisable	Write recognisable
(posture, position of	including circles, spira	ls, diagonals, zigzags,	some pupils to follow	letters, most of	letters, most of	letters, most of
pencil grip and	loops and waves.		the same pattern of	which are correctly	which are correctly	which are correctly
paper)			teaching letter	formed.	formed.	formed.
	Follow Letter Join lesso	ons. Teach letter	families as in			
Y1 objectives:	families e.g. Long ladd	er letters; i, l, t, u, i	Autumn Term		Write letters on the	Write letters on the
					line.	line.

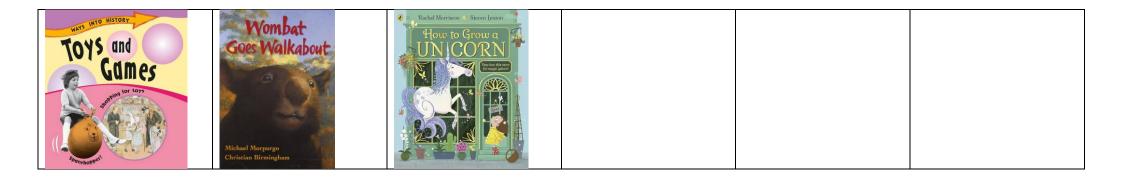
Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' and to practise these. To form and size letters correctly using the handwriting guidelines	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. GDS : Begin to show basic handwriting joins	Form capital letters and digits 0-9 correctly. GDS : Begin to show basic handwriting joins
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 s Sometimes use 's' or 'e nouns. Spell most words using -er and -est correctly v needed in the spelling Spell the days of the w Spell some common e correctly.	es' to show plural g the suffixes -ing, -ed, vhere no change is of the root words veek correctly.

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

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







Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End of Year 1 writing					Write about real	EXS: Write simple,
skills	Write sentences that	are sequenced to form	Write about real event	s, recording these	events, recording	coherent narratives
	a short narrative (rea	l, personal experiences	simply and clearly.		these simply and	about personal
Compose sentences	or fictional)				clearly.	experiences and
orally and in writing.			Take more responsibili	ity to edit own work		those of others (real
	Begin to edit own wo	rk with additions,	with additions, revision	ns and proof-reading	Make simple	or fictional)
Sequence sentences	revisions and proof-r	eading corrections with	corrections with the su	upport from an adult.	additions, revisions	
to form a short	the support from an a	adult.			and proof-reading	EXS: Write about
narrative or piece of			Use co-ordination (e.g	;. or / and / but) and	corrections to their	real events,
information writing.	Begin to use co-ordir		some subordination (e	e.g. when / if / that /	own writing.	recording these
	but) and some subor	dination (e.g. when / if /	because) to join most	clauses.		simply and clearly
Use basic	that / because) to joi	n clauses.			Use co-ordination	
descriptive language.			Write some different ty	ypes of sentences –	(e.g. or / and / but)	GDS: Write
	Begin to write differe	nt types of sentences –	statements, command	ds, questions and	and some	effectively and
Re-read and check	statements, commai	nds, questions and	exclamatory sentence	s.	subordination (e.g.	coherently for
writing makes sense.	exclamatory sentence	es.			when / if / that /	different purposes,
					because) to join	drawing on their
GDS: Use and					clauses.	reading to inform the
experiment with new						vocabulary and
vocabulary in writing.					Write different types	grammar of their
					of sentences –	writing

GDS: Confident in changing the way sentences start to interest reader. Demarcate some sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). Use capital letters for names and the personal pronoun 'I'. GDS: Demarcate most sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).					statements, commands, questions and exclamatory sentences.	Make simple additions, revisions and proof-reading corrections to their own writing. 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. Write different types of sentences – statements, commands, questions and exclamatory sentences.
Handwriting (posture, position of pencil grip and paper) Pupils should revise and practise correct	Form lower-case letters in the correct direction, starting and finishing in the right place	Form lower-case letters in the correct direction, starting and finishing in the right place	Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term	Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term	Interventions for some pupils to follow the same pattern of teaching letter families as in Autumn Term	Form lower-case letters of the correct size relative to one another. (in some of their writing. End of KS1 WTS)

		_				
letter formation	Start joining letters	To start joining	Form lower-case and	Form lower-case and	Use spacing	
frequently.	using diagonal and	letters using	capital letters in the	capital letters in the	between words that	Use spacing
They should be	horizontal strokes	diagonal and	correct direction,	correct direction,	reflects the size of	between words that
taught to write with a	through discrete	horizontal strokes	size, orientation,	size, orientation,	the letters.	reflects the size of
joined style as soon	lessons.	through discrete	starting and finishing	starting and finishing		the letters.
as they can form	e.g. i,l, t. Write words	lessons.	in the right place,	in the right place,	Form capital letters	
letters securely with	that are joined e.g.	e.g. j,y. Write words	relative to one	relative to one	and digits of the	Start using some of
the correct	ill, it, lit, tilt	that are joined e.g.	another in some of	another in some of	correct size,	the diagonal and
orientation.		yell, eye, jaw, jay	their writing.	their writing.	orientation and	horizontal strokes
	Use progression of				relationship to one	needed to join letters
	word families e.g.	Use progression of			another and to lower-	and understand
Sit correctly and use	i, l, t	word families e.g.	Show an awareness	Show an awareness	case letters.	which letters, when
correct pencil grip,	u, w, e	ј, у	of which letters do	of which letters do		adjacent to one
write correctly-sized	C, O	g, q	not join e.g. capital	not join e.g. capital		another, are best left
lowercase	a, d	b, p, k	letters.	letters.	Show an awareness	unjoined. (End of
letters/starting to	n, m, h	v, s, r			of which letters do	KS1 GDS)
join/word	,,.	f, z, x			not join e.g. capital	K31 GD3j
spacing/capitals and			Start joining letters	Start joining letters	letters.	
digits	Begin to show an	Begin to show an	using diagonal and	using diagonal and		Write capital letters
	awareness of which	awareness of which	horizontal strokes.	horizontal strokes.	Start joining letters	and digits of the
In discreet	letters do not join	letters do not join			using diagonal and	correct size,
handwriting	and use appropriate	and use appropriate	Form capital letters,	Form capital letters,	horizontal strokes.	orientation and
sessions, pupils will	spacing e.g. capital	spacing e.g. capital	ascenders and	ascenders and		relationship to one
be able to write high	letters.	letters.	descenders at a	descenders at a		another and to
frequency words			correct size.	correct size.	Form capital letters,	lower-case letters.
using joins. Pupils	Begin to form capital				ascenders and	(End of KS1 EXS)
will be encouraged	letters, ascenders	Begin to form capital	Use appropriate	Use appropriate	descenders at a	Use spacing
to start to join some	and descenders at a	letters, ascenders	spacing between	spacing between	correct size.	between words that
words in their English	correct size.	and descenders at a	words.	words.		reflects the size of
writing when they are		correct size.	words.		Use appropriate	the letters. (End of
ready.					spacing between	KS1 EXS)
					words.	

Spelling and	Begin to use present	Begin to use present	Use present and	Use present and	Use present and past	EXS: Write simple,
grammar	and past tense	and past tense	past tense mostly	past tense mostly	tense mostly	coherent narratives
	correctly.	correctly.	correctly.	correctly.	correctly and	about personal
Spell some words					consistently	experiences and
with simple suffixes	Begin to add suffixes	Begin to add suffixes	Add suffixes to spell	Add suffixes to spell	including a	those of others (real
and prefixes	to spell most words	to spell most words	some words	some words	progressive/ongoing	or fictional)
correctly	correctly in their	correctly in their	correctly in their	correctly in their	action e.g. adding	
('un', singular and	writing (e.g. –ment, –	suffix 'ing' jumping,	EXS: Write about			
plural 's' and 'es',	ness, –ful, –less, –ly)	eating, reading etc.	real events,			
verb endings 'ed',						recording these
'ing' and 'er', 'est').	Begin to demarcate				Add suffixes to spell	simply and clearly
	some sentences	Begin to demarcate	Demarcate some	Demarcate some	most words correctly	
GDS: Spell almost all	with capital letters	some sentences	sentences with	sentences with	in their writing (e.g. –	GDS: Write
Y1 common	and full stops.	with capital letters	capital letters, full	capital letters, full	ment, –ness, –ful, –	effectively and
exception words and	Attempt to use a	and full stops.	stops and question	stops and question	less, –ly)	coherently for
some Y2 common	question mark or	Attempt to use a	marks. Begin to use	marks. Begin to use		different purposes,
exception words	exclamation mark.	question mark or	exclamation marks.	exclamation marks.		drawing on their
		exclamation mark.			Demarcate most	reading to inform the
	Spell some common		Segment spoken	Segment spoken	sentences in their	vocabulary and
Use phonic	exception words.	Spell some common	words into	words into	writing with capital	grammar of their
knowledge and skills		exception words.	phonemes and	phonemes and	letters and full stops,	writing
from FS and Y1 to			represent these by	represent these by	and use question	
spell phonemically			graphemes, spelling	graphemes, spelling	marks correctly	Make simple
regular words			some words	some words	when required.	additions, revisions
correctly and make			correctly and making	correctly and making		and proof-reading
phonically-plausible			phonically-plausible	phonically-plausible	GDS: Use the	corrections to their
attempts at others.			attempts at others.	attempts at others	punctuation taught	own writing.
Spell many Year 1					at key stage 1 mostly	
common exception			Spell many common	Spell many common	correctly.	Use co-ordination
words.			exception words	exception words.		(e.g. or / and / but)
					Segment spoken	and some
					words into	subordination (e.g.
					phonemes and	when / if / that /
					represent these by	because) to join

		graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	clauses. Add description and specification using expanded noun phrase.
		GDS: Spell most common exception words	Write different types of sentences – statements, commands, questions and exclamatory sentences.

	Year 2 Write Stuff texts								
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
			The Over Afrida Overs Dearbarries Enternance	George and the DRAGON					

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

Coordinating conjunctions - or / and / but				(!?)	
Subordinating					
conjunctions - when / if /					
that / because					
			BOOMT	ASTIC	
		Rhyme	Alliteration	Onomatoepoeia	
			Prohi		

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

and proof-reading	letters and end	Punctuation from	Punctuation from		spelling and missed
corrections to their	punctuation – full	Autumn 1, plus begin	Autumn term, plus		or additional words)
own writing.	stops, question	to correct	begin to correct		to add, revise and
	marks when required	apostrophes for	inverted commas to		correct errors.
Write simple,	and apostrophes for	contraction.	punctuate direct		
coherent narratives	singular possession,		speech.		
about personal	including commas				
experiences and	for lists.				
those of others (real					
or fictional)					
Write about real					
events, recording					
these simply and					
clearly.					

Punctuation	Continue to practise the punctuation from	Begin to use apostrophes for	Begin to use apostrophes for			Demarcate sentences
Demarcate most	years 1 and 2.		contraction and			
sentences in their	Capital letters for the	contractions.				accurately
	•		begin to correct			throughout using
writing with capital	start of sentences,		mistakes in editing			capital letters, end
letters and full stops,	proper nouns and		process.			punctuation and commas in lists
and use question	the pronoun 'I' Full stops, question					
marks correctly	marks and					(secure from Year 2).
when required	exclamation marks			Degin to year the	Sometimes use	Use commas mostly
				Begin to use the		correctly to mark
	at the end of			comma to separate	commas correctly to	grammatical
	sentences.			clauses in complex sentences where the	separate clauses in	boundaries.
	Revise apostrophes			subordinate clause	complex sentences where the	Begin to use
	for singular			appears first, e.g.	subordinate clause	apostrophes for
	possession			Although it was	appears first.	contraction and
	possession			raining, we decided	appears mst.	singular possession
				not to take our coats.		correctly (secure
				not to take our coats.		from Year 2).
						nom fear z).
				Sometimes use		Begin to use direct
		Begin to use direct	Begin to use inverted	inverted commas	Mostly use inverted	speech within
		speech within	commas.	correctly with the	commas correctly	narratives.
		narratives.	commas.	teach enforcing the	and begin using a	Use inverted
		Harratives.		use of a capital letter	capital letter at the	commas to
				at the start.	beginning.	punctuate direct
					boginning.	speech.
Grammar	Revise the term					
Write different types	'clause'.					
of sentences –						
statements,	Revise the term					
commands,	subject and revise					
questions and	the term 'verb'.					

exclamatory sentences. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.	Children practise writing different types of sentences from year 2. Ensure the children know the difference between a main clause and subordinate clause. Recap the terms coordinating conjunction and subordinating conjunction. Revise using co- ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.	Begin to use the subordinating conjunctions before, after, although so and while, in my writing.		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.	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.	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.
Add description and specification using adjectives to expand a noun phrase.	Practise adding description and specification using adjectives to expand a noun phrase. Recap the term adjective, noun and phrase.	Introduce the term 'preposition'. Prepositions – Introduce prepositions relating to place and position, e.g. under,	Begin using preposition of place and position to post modify a noun phrase, e.g. The large, red box <i>under</i> <i>the bed</i> .	Sometimes use preposition of place and position to post modify a noun phrase correctly. Begin using prepositions to	Mostly use preposition of place and position to post modify a noun phrase correctly. Sometimes use prepositions to	Add detail and precision through expanding noun phrases using modification before the noun (adjective) and prepositional phrases after the

		<mark>beneath, above,</mark> beyond, below		express time, place and cause using prepositions e.g. before, after, during, in, because of	express time, place and cause using prepositions e.g. before, after, during, in, because of	noun (secure and extend from Year 2).
Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.]	Recap verbs as 'doing' or 'action' words; Verbs as 'being' words, e.g. am, was, were. Tense consistency. Recap writing in the present and past tense to mark actions in progress, e.g. she is drumming; he was shouting.	Recap simple past tense.			Introduce the term 'present prefect', e.g. He has gone out to play.	Use present and past tense correctly and consistently, including use of the present perfect instead of the simple past.
	Recap adverbs from year 2. Recap the term 'adverb' and adverbs to express 'how' something is done, e.g. happily	Use adverbs to express time, e.g. then, next, suddenly, eventually, soon	Use adverbs to express cause, e.g. as long as, as much as, as though, in order that, now, since, so, so that	Use adverbs to express place, e.g. anywhere, downstairs, here, nowhere, outside, somewhere, there, underground	Use adverbs to express number or frequency, never, seldom, once, regularly.	Adverbs - Expressing time, place and cause using adverbs, e.g. then, next, suddenly, silently, eventually. soon, therefore Adverbs - Expressing number or frequency using adverbs, e.g.

						never, seldom, once, regularly.
Spelling	Revise and spell correctly words that have been previously taught, including • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes.	Adding the prefixes dis- and in- Adding im- to root words beginning with m or p Adding the suffix –ly Words ending in -ture	Homophones Adding -ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch	Adding the suffix –ion Adding the suffix -ian. Adding the prefix re- Homophones Adding the prefix anti	Adding the prefix super- Adding the prefix sub- Use a dictionary to check spelling where appropriate.	Use and spell correctly many words from the Year 3 / Year 4 spelling list. Word endings – tion, sion, ssion, cian, sure, ture Use a dictionary to check spelling where appropriate. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Spell unknown words using phonic knowledge, knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super,

				anti, auto, ation, ly, ous
Handwriting	Use joined up writing consistently and independently.			

			GRAMMARISTIC			
Sentence Structure	Purpose	Past and Present	Basics – cap	oital letters and	Punctuation	Adverbs and Adverbial
		Tense	finger spaces.		(12)	Phrases
			BOOMTASTIC			
		Simile	Rhyme	Alliteration	Onomatoepoeia	
				P 'ph'	aver the second se	

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	