



WPS Writing: Whole-School Curriculum Progression Map

Writing: Transcription Spelling	EFYS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2 From KS1 Writing Exemplifications	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Phonics and Spelling Rules*</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>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>		<ul style="list-style-type: none"> ➢ To name the letters of the alphabet in order. ➢ To use letter names to distinguish between alternative spellings of the same sound. ➢ To know all letters of the alphabet and the sounds which they most commonly represent. ➢ To recognise consonant digraphs which have been taught and the sounds which they represent. ➢ To recognise vowel digraphs which have been taught and the sounds which they represent. ➢ To recognise words with adjacent consonants. ➢ To accurately spell most words containing the 40+ previously taught phonemes and GPCs. ➢ To apply Y1 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'ch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); ➢ spelling words ending with -y (e.g. funny, party, family); ➢ spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); 	<ul style="list-style-type: none"> ➢ To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. ➢ To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). ➢ Distinguish between homophones and near-homophones ➢ To apply further Y2 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • The /s/ sound spelt c before e, i and y • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /al/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, 	<ul style="list-style-type: none"> ➢ To spell words that are often misspelt: ➢ To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). ➢ To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, myth, gym). ➢ To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character, school). ➢ To spell words with a /ʃ/ sound spelt with 'ch' (e.g., chef, chalet, machine, brochure). ➢ To spell words with a short /u/ sound spelt with 'ou' (e.g., young, touch, double, trouble, country). ➢ To spell words ending with the /zh/ sound spelt with 'sure' (e.g., measure, treasure, pleasure, enclosure). ➢ To spell words ending with the /ch/ sound spelt with 'ture' (e.g., creature, furniture, picture, nature, adventure). ➢ To spell words with /zhun/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g., division, invasion, confusion, decision). 	<ul style="list-style-type: none"> ➢ To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g., expression, discussion, confession, permission, admission). ➢ To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g., invention, injection, action, hesitation, completion). ➢ To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g., league, tongue, antique, unique). ➢ To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g., musician, electrician, magician, politician, mathematician). ➢ To spell words with the /s/ sound spelt with 'sc' (e.g., sound spelt with 'sc' (e.g., science, scene, discipline, fascinate, crescent). 	<ul style="list-style-type: none"> ➢ To spell words with endings that sound like /shuhs/ spelt with -cious (e.g., vicious, precious, conscious, delicious, malicious, suspicious). ➢ To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g., ambitious, cautious, fictitious, infectious, nutritious). ➢ To spell words with 'silent' letters (e.g., doubt, island, lamb, solemn, thistle, knight). ➢ To spell words containing the letter string 'ough' (e.g., ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). ➢ I can spell word ending which sound like 'shil' spelt -cial or -tial e.g. official, partial ➢ I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance ➢ I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly ➢ I can spell some more complex words correctly including words that are often misspelt ➢ To spell words ending in -able and -ably (e.g., adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). ➢ I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> ➢ Add suffixes beginning with vowel letters to words ending in -fer e.g. preferred, preference ➢ Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter ➢ Homophones in the pairs of words opposite, nouns end -ce and verbs end -se e.g. advice and advise; device and devise ➢ Distinguish homophones and other words often confused e.g. lose/loose ➢ To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g., deceive, conceive, receive, perceive, ceiling) and exceptions (e.g., protein, caffeine, seize) ➢ Use a dictionary to check the spelling of less common or interesting words ➢ I can use a thesaurus with confidence

		<ul style="list-style-type: none"> using 'k' for the /k/ sound (e.g. sketch, kit, skin). 	<p>mother, brother);</p> <ul style="list-style-type: none"> the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual). 				
Common Exception Words	To write some irregular common words	<ul style="list-style-type: none"> To spell all Y1 common exception words correctly. * To spell days of the week correctly. 	<ul style="list-style-type: none"> To spell Y2 common exception words correctly 	<ul style="list-style-type: none"> To spell many of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell all of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly. 	<ul style="list-style-type: none"> To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		<ul style="list-style-type: none"> To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately to change the meaning of verbs and adjectives To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g., helped, quickest). 	<ul style="list-style-type: none"> To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. Words ending in -tion, e.g. station, fiction, motion, national, section. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them: To use the prefixes un-, dis-, mis-, re- and pre-, (e.g., undo, disobey, mislead, redo, prefer). Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To use a range of prefixes e.g. super-, anti-, auto-. Identify word families based on common root words e.g. solve, solution, dissolve, insoluble 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them: To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g., incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g., information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g., joyous, fabulous, mysterious, rigorous, famous, advantageous). 	<ul style="list-style-type: none"> To convert nouns or adjectives into verbs using the suffix -ate (e.g., activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g., criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g., signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g., blacken, brighten, flatten). I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re- 	<ul style="list-style-type: none"> To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g., observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g., innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g., referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). Use root words to work out the meaning of prefixes and suffixes, recognising how they change the meaning
Further Spelling Conventions		<ul style="list-style-type: none"> To spell simple compound words (e.g., dustbin, football). To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g., the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. 	<ul style="list-style-type: none"> Spell further homophones: To spell some more complex homophones and near-homophones, including brake/break, fare/fair, great/grate groan/grown/ here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plane/plain. To use the first two or three letters of a word to check its spelling in a dictionary. To write sentence from memory, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> To spell homophones: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g., girls', boys', babies', children's, men's, mice's). To use the first three or four letters of a word to check its spelling in a dictionary. To write sentence from memory, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> To spell complex homophones and near-homophones, including who's/whose and stationary/stationary. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus 	<ul style="list-style-type: none"> To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g., practice/practise, licence/license, advice/advise). To spell words that contain hyphens (e.g., co-ordinate, re- enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Writing: Transcription Handwriting	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Letter Formation, Placement and Positioning	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> ➤ To sit correctly at a table, holding a pencil comfortably and correctly. ➤ To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. ➤ To form capital letters ➤ To form digits 0-9. ➤ To understand which letters, belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> ➤ To write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters. ➤ To form lower case letters of the correct size, relative to one another. ➤ To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> ➤ To aim to use a neat, joined handwriting style with increasing accuracy, fluency and speed. ➤ To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> ➤ To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> ➤ To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version. ➤ I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters ➤ I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> ➤ To write legibly, fluently and with increasing speed by: ➤ -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; ➤ - choosing the writing implement that is best suited for a task.
Joining Letters			<ul style="list-style-type: none"> ➤ To begin to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> ➤ To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> ➤ To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> ➤ To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<ul style="list-style-type: none"> ➤ To recognise when to use an unjoined style (e.g., for labelling a diagram or data, writing an email address or for algebra)

Writing: Composition	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Plan, Draft and Write, Evaluate and Edit</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>	<ul style="list-style-type: none"> ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ To sequence sentences to form short narratives. ➤ To reread their writing to check that it makes sense and to independently begin to make changes. ➤ To discuss what they have written with the teacher or other pupils. ➤ To read their writing aloud clearly enough to be heard by their peers and the teacher. ➤ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> ➤ To write narratives about personal experiences and those of others (real and fictional). ➤ To write about real events. ➤ To write poetry. ➤ To write for different purposes. ➤ To plan or say out loud what they are going to write about. ➤ To write down ideas and/or key words including new vocabulary ➤ To encapsulate what they want to say, sentence by sentence. ➤ To make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils. • To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ➤ To proofread to check for errors in spelling, grammar and punctuation (e.g., to check that the ends of sentences are punctuated correctly). 	<p><u>Plan</u></p> <ul style="list-style-type: none"> ➤ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ➤ Discussing and recording ideas. <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures. ➤ Organising their writing into paragraphs around a theme. ➤ Create settings, characters and plot in narratives. ➤ In non-narrative material, use headings and sub-headings to organise texts. <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> ➤ Assessing the effectiveness of own writing. ➤ Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences (linked to the use of a/an, conjunctions, adverbs and prepositions) ➤ To proofread for spelling and punctuation errors (including capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly). ➤ Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p><u>Plan</u></p> <ul style="list-style-type: none"> ➤ To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>To discuss and record ideas.</p> <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and using sentence structures. ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> ➤ To assess the effectiveness of their own and others' writing and suggesting improvements. ➤ To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. ➤ To proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. ➤ To confidently read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p><u>Plan</u></p> <ul style="list-style-type: none"> ➤ To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ➤ To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. ➤ I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ To consistently link ideas across paragraphs. ➤ I can draft and write by summarising longer passages ➤ I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph ➤ I can use different verb forms with consideration for the audience and purpose <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> ➤ To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. ➤ To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. ➤ I can give feedback on and improve my own writing and my classmates' writing ➤ I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer ➤ I can mark and edit work to have the correct tense 	<p><u>Plan</u></p> <ul style="list-style-type: none"> ➤ Plan writing by recording initial thoughts and build on those ideas through further reading and/or research ➤ Plan a detailed character and/or setting to have effect on the reader, drawing on models of writing <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ Use planned ideas to draft ➤ In narratives, describe characters, setting and atmosphere ➤ In narratives integrate dialogue to convey character and advance the action ➤ To draft writing accurately ➤ To précis longer passages ➤ To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). ➤ To use a wide range of devices to build cohesion within and across paragraphs – making writing flow ➤ To recognise the difference between language of speech and written language <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> ➤ To habitually proofread for spelling and punctuation errors. ➤ To propose changes to vocabulary, grammar and punctuation to enhance effects and make the meaning clearer. ➤ To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing ➤ To edit writing to ensure 	

						<p>throughout</p> <ul style="list-style-type: none"> ➤ I can mark and edit work to have the correct subject and verb agreement ➤ I can read work looking for spelling errors and correct them using a dictionary ➤ In narratives, describe characters, setting and atmosphere ➤ In narratives integrate dialogue and advance the action ➤ I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose ➤ I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear 	<p>consistent tesne throughout</p> <ul style="list-style-type: none"> ➤ To edit writing to ensure correct subject-verb agreement throughout ➤ To make additional details to writing, ensuring effective cohesion ➤ Contiune to improve writing elements into the redraft stage
<p>Awareness of Audience, Purpose and Structure</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> ➤ To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. ➤ To start to engage readers by using adjectives to describe 	<ul style="list-style-type: none"> ➤ To write for different purposes. ➤ To read aloud what they have written with appropriate intonation to make the meaning clear. 	<p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ To write for a range of real purposes and audiences. ➤ Purpose and audience should underpin the decisions about the form the writing should take such as narrative, explanation or description. ➤ To begin to create settings, characters and plot in narratives. 	<p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). ➤ To write a range of narratives that are well-structured and well-paced. ➤ To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. 	<p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, personality to clarify meaning and create pace. ➤ To regularly use dialogue to convey a character and to advance the action. ➤ To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. ➤ I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions 	<p><u>Draft and Write</u></p> <ul style="list-style-type: none"> ➤ Use language (vocabulary) and grammar suited for the purpose of writing. ➤ Change the writing to fit the audience, changing the language and sentence length for purpose ➤ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ To distinguish between the language of speech and writing and to choose the appropriate level of formality. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g., using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing: *Vocabulary, Grammar and Punctuation	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
*Sentence Construction and Tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<ul style="list-style-type: none"> To use simple sentence structures. 	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. To use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition. 	<ul style="list-style-type: none"> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g., 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g., surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the passive to affect the presentation of information in a sentence To use the perfect form of verbs to mark relationships of time and cause.
*Use of Phrases and Clauses	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<ul style="list-style-type: none"> To use the joining word (conjunction) 'and' to link words and clauses. 	<ul style="list-style-type: none"> To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g., the blue butterfly). 	<ul style="list-style-type: none"> To use a range of co-ordinating and sub-ordinating conjunctions, e.g. when, before, after, while, so because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in because of to show time, place and cause 	<ul style="list-style-type: none"> To use a range of conjunctions, adverbs, and prepositions to show time, place and cause. To use fronted adverbials e.g. Later that day, I heard the bad news. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g., the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g., he, she, they, it. 	<ul style="list-style-type: none"> To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g., later), place adverbials (e.g., nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g., Professor Scriffle, who was a famous inventor, had made a new discovery. 	<ul style="list-style-type: none"> Change vocabulary to suit the purpose such as formal and informal language Understand the difference between structures typical of informal and formal speech Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures Understand how antonyms and synonyms are related Link ideas within and across paragraphs using a range of phrases or grammatical connections To use the subjunctive form in formal writing. Use expanded noun phrases to explain complicated information simply

*Punctuation		<ul style="list-style-type: none"> ➤ To use capital letters for names, places, the days of the week and the personal pronoun 'I'. ➤ To use finger spaces. ➤ To use full stops to end sentences. ➤ To begin to use question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> ➤ To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> • capital letters, full stops, question marks and exclamation marks to demarcate sentences. • commas to separate lists; • apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> ➤ To use the full range of punctuation from previous year groups. ➤ Begin to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> ➤ To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. ➤ To consistently use apostrophes for singular and plural possession ➤ To use commas after the fronted adverbials. 	<ul style="list-style-type: none"> ➤ To use commas consistently to clarify meaning or to avoid ambiguity. ➤ To use commas to make my writing clearer to the reader. ➤ To use brackets, dashes or commas to indicate parenthesis. ➤ I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () - 	<ul style="list-style-type: none"> ➤ Use bullet points to create notes in planning stage or to list information ➤ Use commas to clarify meaning and avoid ambiguity ➤ Use semi-colon, colon and dash to mark the boundary between main clauses ➤ Use the colon to introduce a list ➤ Use semi-colons within lists ➤ Use hyphens for clarity e.g. man eating shark or man-eating shark
*Use of Terminology		<ul style="list-style-type: none"> ➤ To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> ➤ To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. 	<ul style="list-style-type: none"> ➤ To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). 	<ul style="list-style-type: none"> ➤ To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. 	<ul style="list-style-type: none"> ➤ To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<ul style="list-style-type: none"> ➤ To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

*These are detailed in the word lists within the spelling appendix to the National Curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

* Teachers should refer to National Curriculum English Appendix 2: Vocabulary, grammar and punctuation.

For children who are working below the age of 3-4 years old, please refer to [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/42626/development-matters-early-years-foundation-stage.pdf) and [Birthto5Matters-download.pdf \(squarespace.com\)](https://www.squarespace.com/resources/documents/2015/09/2015-2016-early-years-foundation-stage-development-matters.pdf)