

Writing Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Context for Writing		Verbally understand some simple story types.	Verbally understand and recall different story types, non-fiction writing and poetry. Discuss with an adult what they are going to write linking to the task or story focus.	Understand different story plots: Finding, Journey, Wishing, Warning, Rags to riches, Defeating a Monster. Understand different Non-fiction writing Understand and use poetry within writing.	Understand different story plots: Finding, Journey, Wishing, Warning, Rags to riches, Defeating a Monster, Understand different Non-fiction writing: advert, information, report, recount Understand and use poetry within writing. Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Begin to consider and use features of different genres within fiction, non-fiction and poetry.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use features of specific genres within fiction, non-fiction and poetry.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Composition	Cohesion	Verbally sequence sentences.	Verbally sequence sentences effectively. Write recognisable letters, most of which are correctly formed. Sequence words to form a sentence.	Verbally sequence a variety of sentences effectively and coherently. Sequencing sentences to form short narratives.	Write narratives about personal experiences and those of others (real and fictional) which are coherent and clear. Correct choice and consistent use of present tense and past tense throughout writing. (Link with teaching of verbs.) (past or present)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Describe settings and characters using expanded noun phrases Introduction to paragraphs as a way to group related material. begin to use paragraphs to structure writing Fiction: Paragraphs to organise ideas into each story part Non-fiction: Paragraphs to organise ideas around a theme. Headings and subheadings to aid	Devices to build cohesion within a paragraph. Use pronouns and nouns to aid cohesion and avoid repetition Use of paragraphs to organise ideas around a theme. Use paragraphs or sections to organise and structure according to purpose and audience. Fiction: Paragraphs to organise ideas into each story part. Non-fiction: Paragraphs to organise ideas around a theme	Link ideas across paragraphs using a wider range of cohesive devices Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. Use a wider range of devices to build cohesion. Build upon Yr5 objective and now... use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs. In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing

						<p>presentation.</p> <p>Use simple organisational devices</p>			<p>appropriate vocabulary that creates a consistent picture.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).</p> <p>Use a range of punctuation</p> <p>Semi-colons, colons, hyphens</p>
Drafting and Planning	<p>Mark making and drawing by:</p> <p>Saying out loud what they want to write.</p> <p>Sequence marks to make a picture.</p> <p>Discuss their work with a teacher.</p>	<p>Write words and simple sentences by:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Saying out loud the sounds and words they want to write.</p> <p>Composing a word orally before writing it.</p> <p>Sequence words to form a sentence.</p> <p>Re-read their words to check they sounded out correctly.</p> <p>Discuss what they have written with a teacher.</p>	<p>write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Begin to discuss and record ideas independently</p> <p>Begin to organise paragraphs around a theme.</p> <p>Begin to create settings, characters and plot in narratives.</p> <p>Begin to use taught organisational devices for purpose in non-narrative material.</p> <p>Begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p>	<p>Confidently discuss and record ideas independently</p> <p>Continue to organise paragraphs around a theme.</p> <p>Continue to create settings, characters and plot in narratives.</p> <p>Continue to use taught organisational devices for purpose in non-narrative material.</p> <p>Confidently compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Continue to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, begin to describe settings, characters and atmosphere.</p> <p>Begin to integrate dialogue to convey character and advance the action.</p> <p>Begin to summarise longer passages.</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed.</p> <p>Confidently note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, confidently describe settings, characters and atmosphere.</p> <p>Confidently use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Confidently use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Exercise an assured and conscious control over levels</p>	

								Begin to use further organisational and presentational devices to structure text and to guide the reader.	of formality (through manipulating grammar and vocabulary) Integrate dialogue in narratives to convey character, description and advance the action. 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, e.g., literary language, characterisation, structure)
	Editing	Discuss their work with a teacher.	Re-read their words to check they sounded out correctly. Discuss what they have written with a teacher.	Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.	Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	With adult support/peer support begin to assess the effectiveness of their own and others' writing and suggesting improvements. With the support of adults/peers begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1- Y3	Begin to assess the effectiveness of their own and others' writing and suggesting improvements. Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1- Y4	Continue to assess the effectiveness of their own and others' writing. Continue to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Begin to ensure the consistent and correct use of tense throughout a piece of writing. Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Continue to proofread for spelling and punctuation errors based on what has been previously taught Y1-Y5	Confidently assess the effectiveness of their own and others' writing. Confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Confidently ensure the consistent and correct use of tense throughout a piece of writing. Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Confidently proofread for spelling and punctuation errors based on what has been previously taught Y1- Y6
Grammar	Introduce verbally: Determiners The, A, my, his, her, Prepositions: Up, down, in, out Adjectives e.g. old, little, big, small Adverbs e.g. luckily, unfortunately, fortunately	Introduce: Determiners The, A, my, your, an, this that, his, her, their, some, all Prepositions: Up, down, in, into, out, to, onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily,	Consolidate Reception list Understand how words can combine to make sentences. Joining words and joining clauses using 'and' Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be	Consolidate Year 1 list Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of	Begin to use fronted adverbials, learn to use commas afterwards. Extend sentences (more than one clause) using conjunctions when, if because although. Chose nouns and pronouns for clarity and cohesion (avoiding repetition)	Confidently use fronted adverbials, consolidate using a comma afterwards. Consolidate extending sentences (more than one clause) using conjunctions when, if because although. Appropriate choice of nouns and pronouns for clarity and cohesion (avoiding repetition) Consistently use the	Write effectively for a range of purposes and audiences. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Begin to use a range of devices to build cohesion across paragraphs.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture.	

		<p>unfortunately, fortunately</p> <p>Similes – using 'like</p>	<p>added to verbs (e.g. helping, helped, helper)</p> <p>The prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Introduce:</p> <p>Prepositions: Inside, outside, towards, across, under</p> <p>Determiners: The, a, my, your, an, this, that, his, her, their, some, all, lots, of, many, more, those, these.</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon... slimy snake</p> <p>Similes using as... as... e.g. as tall as a house... as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button Next, wait for the green light to flash.</p>	<p>–ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Introduce:</p> <p>Prepositions: Behind, above, along, before, between, after</p> <p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray The river quickly flooded the town</p> <p>Generalisers for information e.g. Most dogs... Some cats...</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Standard English verb inflections (did/done, was/were, of/have, me and ... v ... and I)</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Begin to use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of)</p> <p>Continue to use apostrophes for singular possession.</p> <p>Extend noun phrases, with adverbs of cause (because, as a result), time (while, then) and place (worldwide, everywhere)</p> <p>Begin to use and punctuate direct speech - use inverted commas to punctuate speech.</p> <p>Begin to use; new line, each line starts with a capital, end with a - , ! or ?</p>	<p>present perfect form of verbs in contrast to the past tense.</p> <p>Standard English verb Inflections, consolidate Y3 plus who/whom.</p> <p>Use preposition to order (time – at, in, on; e.g. at night-time), of place (at, in, on; e.g. in the woods) and cause (for, due to, on account of)</p> <p>Use the possessive apostrophe for plural nouns.</p> <p>Difference between plural and possessive –s</p> <p>Continue to extend noun phrases, with adverbs of cause (nevertheless, furthermore), time (still,yet) and place (here, there)</p> <p>Punctuate direct speech - use inverted commas to punctuate speech, new line, each line starts with a capital, end with a - , ! or ?</p>	<p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</p> <p>Use adverbs to add detail, qualification and precision.</p> <p>Use modal verbs to add detail, qualification and precision.</p> <p>Use preposition phrases to add detail, qualification and precision.</p> <p>Use expanded noun phrases to add qualification and precision.</p> <p>Use relative clauses, sometimes omitting the relative pronoun.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use verb tenses mostly consistently and correctly throughout their writing.</p> <p>Use the full range of punctuation taught so far - mostly correctly.</p> <p>Use commas for clarity mostly correctly.</p> <p>Use some punctuation for parenthesis brackets, commas and dashes)</p> <p>Begin to create atmosphere, and integrate dialogue to convey character and advance the action.</p>	<p>Integrate dialogue in narratives to advance the action, using correctly punctuated speech.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</p> <p>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)</p> <p>Use a wider range of devices to build cohesion.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semicolon and colon to introduce lists.</p>
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<p>Punctuation</p>	<p>Introduce: Capital letters</p>	<p>Introduce: Finger spaces Full stops Capital letters</p>	<p>Consolidate Reception Introduce: Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I</p>	<p>Consolidate Year 1 list Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Continue to apply punctuation taught in KS1 Use and punctuate direct speech (i.e. Inverted commas)</p>	<p>Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Using hyphens to avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet points consistently.</p>
<p>Vocabulary</p>	<p>Introduce: Finger spaces Letter Word Sentence Use vocabulary gained from repetitive texts in their play</p>	<p>Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' noun Use vocabulary gained from repetitive texts in their play</p>	<p>Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like' noun Introduce: Punctuation Question mark Exclamation mark Bullet points Speech bubble Singular/ plural</p>	<p>Consolidate: Punctuation Finger spaces Letter Word noun Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Simile – 'as' / 'like' Introduce: Apostrophe (contractions and singular possession) Commas for description Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) Adjective Noun phrases Generalisers Subordinating and co-ordinating conjunctions.</p>	<p>adverb, preposition conjunction, fronted adverbial phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
<p>Text Structure and Paragraphing</p>	<p>Whole class retelling of story. Understanding of beginning/ middle /end. Retell a simple past event in correct order (eg went down slide, hurt finger)</p>	<p>Whole class retelling of story. Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally... happily ever after.</p>	<p>Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather.</p>	<p>Fiction: Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids) Plan opening around character(s), setting,</p>	<p>Group ideas into paragraphs around a theme. Write under headings & subheadings.</p>	<p>Use connectives to link paragraphs. Organise paragraphs around a theme</p>	<p>Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person</p>

		<p>Non-fiction: Factual writing closely linked to a story or experiences.</p> <p>Simple factual sentences based around a theme.</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Understanding - beginning /middle /end to a story.</p> <p>Non-fiction:</p> <p>Planning tools: text map / washing line</p> <p>Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around them Bullet points for instructions Labelled diagrams Ending</p>	<p>time of day and type of weather.</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away... One cold but bright morning...</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</p> <p>Non-Fiction</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing-up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement definition. Opening question. Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending</p>				
Sentence Structure	<p>Say simple sentences</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p>Introduce:</p> <p>Simple sentences</p> <p>Simple Connectives verbally : and, who, until, but</p> <p>Introduce sentences using coordinating conjunction 'and'</p> <p>Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Consolidate Reception</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: and</p> <p>-'ly' openers: Fortunately, unfortunately, sadly,</p> <p>Simple sentences e.g. I went to the park. The castle is haunted</p> <p>Embellished simple</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly,</p> <p>Embellished simple sentences using:</p> <p>Adjectives e.g. The boys peeped inside the dark cave</p>	<p>Introduction to inverted commas to punctuate direct speech.</p> <p>use sentences with different forms in their writing, including statements, questions, exclamations and commands</p> <p>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because),</p> <p>Use a range of co-ordinating and subordinating conjunctions</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p> <p>Use a range of co-ordinating and subordinating conjunctions.</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p>	<p>Selecting appropriate grammar and vocabulary, understanding and integrating dialogue to convey character and advance action.</p> <p>Use a wide variety of clause structures to create different types of sentences: Independent clauses, Subordinate clauses, Relative clauses, Noun clauses Adverbial clauses.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?).</p> <p>Use a variety of different sentence types for speech:</p> <p>Break up dialogue with action: Vary the use and placement of speech tags (he said/she said)</p>

			<p>sentences using adjectives E.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) 'and' e.g. The children played on the swings and slid down the slide.</p> <p>Complex sentences: Use of 'who' e.g. Once upon a time there was a little old woman who lived in a forest . There are many children who like to eat ice cream</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>Adverbs e.g. Tom ran quickly down the hill</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using:</p> <p>Additional subordinating conjunctions: when/because/ that/ if/</p> <p>Use long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Use short sentences for emphasis</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears</p>	<p>Subordinating conjunctions: Time – while, when, after, before, until, once, since</p> <p>Cause – because, since, as, that, so, why, whether, as if,</p> <p>Place – where, wherever</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Complex sentences (Subordination) with range of subordinating conjunctions</p>	<p>Complex sentences (Subordination) with range of subordinating conjunctions</p> <p>Use fronted adverbial sentences, and use a comma to punctuate.</p> <p>Using conjunctions express contrast/concession: although, as if, though, while; and Condition: if, unless, provided, since, as long as,</p>	<p>with an implied (i.e. omitted) relative pronoun.</p> <p>Structure a variety of different types of sentences using a range of punctuation Inc. bullet points.</p> <p>Structure a variety of different types of sentences using a range of punctuation Inc. semi-colons, colons, hyphens.</p> <p>Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>	<p>Know the difference between an active and passive voice sentence structure.</p> <p>Structure a variety of different types of sentences using a range of punctuation Inc. semi-colons, colons, hyphens.</p> <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up).</p> <p>The most common use of the semicolon is to join two independent clauses without using a conjunction like and.</p>
Handwriting	<p>Show a preference for a dominant hand.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Use a pencil and hold it effectively to make marks and start to form some letters.</p> <p>Can copy some letters, e.g. letters from their name</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Show a preference for a dominant hand.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters, and develop a continuous cursive style.</p> <p>Know which letters, when adjacent to each other, are best left unjoined.</p> <p>Begin to increase the legibility, consistency and quality of handwriting.</p> <p>Use pencil for all writing activities.</p>	<p>Confidently use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to each other, are best left unjoined.</p> <p>Continue to increase the legibility, consistency and quality of handwriting.</p> <p>Use a pencil for writing activities.</p> <p>Progress to a handwriting pen once all letters are consistently and accurately formed and handwriting is reliably legible.</p>	<p>Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>To make decision regarding the standard of handwriting appropriate for the task e.g. quick notes v final handwritten version.</p> <p>To understand that an un-joined form is appropriate for writing emails, algebra etc.</p>	<p>Confidently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with speed.</p> <p>To confidently use a standard of handwriting appropriate for the task e.g. quick notes v final handwritten version.</p> <p>To confidently use an un-joined form for writing, when appropriate e.g. emails, algebra etc.</p> <p>Confidently choose the writing implement that is best suited for a task.</p>

		<p>Show good control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>					<p>Begin to choose the writing implement that is best suited for a task.</p>	
Spelling	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Scribes meanings to marks that they see in different places.</p>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Segment the sounds in simple words and blend together.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Continue a rhyming string.</p> <p>Can spell names and other things such as labels, captions.</p> <p>Use phonic knowledge to write words in ways which match spoken sounds.</p> <p>Use phonic knowledge to spell simple words.</p> <p>Write some irregular common words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns.</p> <p>Add prefixes and suffixes using the prefix -un</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive Apostrophe (singular): e.g. the girl's book.</p> <p>Distinguish between homophones and near homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelled.</p> <p>Begin to use prefixes and suffixes and understand the guidance for adding them.</p> <p>Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 1 and 2 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Begin to use a simple thesaurus to find synonyms.</p>	<p>Use prefixes and suffixes and understand the guidance for adding them.</p> <p>Place the possessive apostrophe accurately in words more accurately with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check spelling, meaning or both of these in the dictionary.</p> <p>Use a simple thesaurus to find synonyms.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus to find synonyms.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Confidently use a thesaurus to find synonyms.</p>
Spelling Appendix 1 National curriculum/Little Wandle		<p>Phase 2: s a t p i n m d g o c k c e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k</p> <p>words with -s /s/ added at the end (hats sits)</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables -tch</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>The /s/ sound spelt c before e, i and y</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>The /ɪ sound spelt y elsewhere than at the end of words.</p> <p>The /ʌ/ sound spelt Ou</p> <p>More prefixes e.g. dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect.</p>	<p>Endings which sound like /jəs/ spelt -cious or -tious.</p> <p>Endings which sound like /jəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p>		

		<p>words ending in s /z/ (his) and with -s /z/ added at the end (bags)</p> <p>Phase 3:</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Words with double letters: dd mm tt bb rr gg pp.</p> <p>Words with s /z/ in the middle.</p> <p>Words with -s /s/ /z/ at the end.</p> <p>Words with -es /z/ at the end.</p>	<p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.</p> <p>Adding -er and -est to adjectives where no change is needed to the root word.</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound Words</p> <p>Common Exception Words</p> <p>Phonics national curriculum: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)</p>	<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ/ sound spelt s</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Contractions</p>	<p>The suffix -ation.</p> <p>The suffix -ly</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>The suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with the /k/sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/sound spelt sc (Latin in origin)</p> <p>Words with the /ɛɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>
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				<p>The possessive apostrophe (singular nouns)</p> <p>Words ending in -tion</p> <p>Homophones and near-homophones</p> <p>Common Exception Words</p>			
Word Lists		<p>Tricky words:</p> <p>Phase 2 and 3: is I the put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure</p> <p>Phase 4: said so have like some come love do were here little says there when what one out today</p>	<p>Common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>Common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>	
Performing of Writing	<p>Re-tell invented and class stories.</p> <p>Perform rhymes of by heart.</p>	<p>Re-tell invented and class stories.</p> <p>Perform rhymes of by heart.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Perform poetry of by heart</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Perform poetry of by heart</p>	<p>Read their own writing aloud, to a group or the whole class, using intonation and controlling the tone and volume to help to clarify the meaning.</p>	<p>Confidently read their own writing aloud, to a group or the whole class, using appropriate pace, intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Fluently and expressively perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Spoken Language	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Participate in small group, class and one-to-one discussions, 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>With support begin to listen and respond appropriately to adults and their peers.</p> <p>Begin to ask relevant questions.</p> <p>Begin to build their vocabulary.</p> <p>Begin to articulate with simple justifications of answers, arguments and opinions, with support.</p> <p>Begin to give simple descriptions, explanations</p>	<p>Listen and respond appropriately to adults and their peers with a little support.</p> <p>Begin to ask relevant questions to extend their understanding and knowledge.</p> <p>Use strategies to build their vocabulary.</p> <p>Begin to articulate with simple justifications of answers, arguments and opinions with structured support.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Consolidate with support, the asking of relevant questions to extend their understanding and knowledge.</p> <p>With support use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions with structured support.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, with structured support for arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, with resources including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</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>	<p>and narratives for different purposes, with support including for expressing feelings.</p> <p>Begin to develop the ability to maintain attention and participate in collaborative conversations, with support to stay on topic and initiate and respond to comments.</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>Begin to speak audibly and fluently with an increasing command of Standard English, with modelled support.</p> <p>Begin to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Begin to gain, maintain and monitor the interest of the listener, with modelled support.</p> <p>Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Begin to select and use appropriate registers for effective communication with modelled support.</p>	<p>Begin to give descriptions, explanations and narratives for different purposes, with support including for expressing feelings.</p> <p>Develop the ability to maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments.</p> <p>Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>With modelled support, speak audibly and fluently with an increasing command of Standard English.</p> <p>Readily participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support.</p> <p>Select and use appropriate registers for effective communication with modelled support.</p>	<p>Give more detailed descriptions, explanations and narratives for different purposes, with support including for expressing feelings.</p> <p>Maintain attention and participate in collaborative conversations, with support where needed to stay on topic and initiate and respond to comments.</p> <p>Use spoken language more confidently to develop understanding through speculating, hypothesising, imagining and exploring ideas with support and questioning.</p> <p>Speak audibly and fluently with an increasing command of Standard English (With modelled support, where needed)</p> <p>Actively participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener, with modelled support where needed.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others, with support where needed.</p> <p>Select and use appropriate registers for effective communication with modelled support where needed.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>
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