

**Key Skills**

**Handwriting**

**Composing**

**Spelling**

**Vocabulary**

**Grammar**

**Punctuation**

English - Writing

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spelling | Hear initial sounds in words.  Hears phonemes and write phonemes in simple words.  Use phonic knowledge to write in their spoken words.  Some words are spelt correctly others are phonetically plausible.  Begins to write words with same ending (rhyming string).  Begins to write sentences independently.  Writes some irregular words. | Words with known phonemes.  Some common exception words.  Days of the week.  Letters of the alphabet in order.  Adding thesuffix –s, -es, -ing, -ed, -er, -est.  Adding the prefix –un.  Spell words phonetically.  Write simple sentences to practice spelling.  To find and write simple rhyming strings. | Segment spoken words into phonemes.  Many Y1 + 2 common exception words.  Some common homophones.  Spell words with alternative sounds.  Words with contracted forms.  Learn the possessive apostrophe and how this affects words.  Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. | Use prefixes and suffixes and know how to add them.  Many Y1 + 2 common exception words.  Some Y3 + 4 common exception words.  Spell homophones.  Spell words that are often misspelt.  Words with contracted forms.  Use the possessive apostrophe accurately in words with regular plurals, eg. boys’ and irregular plurals, eg. children’s.  Check spelling in a dictionary. | Use prefixes and suffixes and know how to add them.  Most Y3 + 4 common exception words.  Know how to spell all homophone options.  Consistently spell words that are often misspelt accurately.  Use the possessive apostrophe accurately in words with regular plurals, e.g. boys’ and irregular plurals, e.g. children’s.  Check spelling in a dictionary. | Use prefixes and suffixes and know how to add them.  Most Y3 + 4 common exception words  Some Y5 + 6 common exception words.  Spell words with silent letters.  Distinguish between homophones and other words that are often confused.  Use knowledge of morphology and etymology in spelling.  Understand that some spellings just need to be learnt.  Use dictionaries to check the spelling and meaning of words.  Use a thesaurus accurately. | Use prefixes and suffixes and know how to add them consistently.  Most Y5 + 6 common exception words.  Distinguish between homophones and other words that are often confused.  Use knowledge of morphology and etymology in spelling consistently.  Understand that some spellings just need to be learnt.  Use dictionaries to check the spelling and meaning of words consistently.  Use a thesaurus accurately. |
| Handwriting | Use patterns to develop early pencil skills.  Develop correct pencil grip.  Pre-writing and fine motors skills developed. | Hold a pencil correctly.  Form lower case letters, starting and finishing in the right place.  Form capital letters.  Form numbers 0-9.  Understand which letters belong to each handwriting family.  Include finger spaces. | Form lower case letters of the correct size relative to one another.  Begin to use diagonal and horizontal strokes to join handwriting.  Write capital letters and digits of the correct size and orientation.  Consistent finger spaces. | Use diagonal and horizontal strokes to join handwriting  Increase legibility, consistency and quality. | Join all letters that should joined.  Increase legibility, consistency and quality. | Write legibly, fluently and with speed.  Develop personal style.  Choose a writing implement suited to the task. | Write legibly, fluently and with speed.  Develop personal style.  Adapt handwriting for a range of tasks and purposes, including for effect. |
| Composition | Say out loud what they are going to write about.  Compose a sentence orally before writing it.  Begin to sequence two sentences. | Say out loud what they are going to write about.  Compose a sentence orally before writing it.  Use planning tools such as story maps, text maps and washing lines.  Sequence a series of sentences.  Recognise and use three main story parts: Beginning, middle, end.  Write simple information ‘books’ on a theme or topic.  Use devices such as, main heading and bullet points.  Use labelled diagrams and pictures with captions.  Write simple recounts, letters and instructions.  Re-read what has been written to make sure it makes sense.  Discuss writing with others. | Write about personal experiences and the experience of others, real events, poetry and for different purposes.  Verbalise what will be written.  Use planning tools such as flow-charts and story maps with increasing confidence.  Write stories with a logical sequence of events.  Incorporate 5 main story parts: Opening, Build up, Problem, Solution, Ending.  Begin to use language that engages the reader.  Use organisational devices in non-fiction such as: headings, sub-headings, lists for instructions.  Use imaginative words to interest a reader.  Begin to experiment with alliteration.  Find a wide range of rhyming words and create own rhyming strings.  Re-read to make sure writing makes sense.  Check for errors in spelling, grammar and punctuation.  Read aloud with intonation.  Evaluate writing with others and suggest improvement. | Plan own writing with little support.  Adapt form and style for purpose.  Look at genre examples to identify structure, vocabulary and grammar.  Discuss and record ideas.  Compose sentences using a varied and rich vocabulary.  Develop setting, character and plot in narrative.  Use a range of sentence structures to build up atmosphere and suspense.  Introduce dialogue to show the relationship between characters in a story.  Use paragraphs to organise sections.  Use organisational devices in non-fiction, eg. captions, labelled diagrams, bullet points, bold or italic for key words.  Experiment with alliteration, word play and rhyme.  Use simple similes, onomatopoeia and powerful vocabulary for effect.  Check for errors in spelling, grammar and punctuation.  Evaluate use of grammar and vocabulary to ensure consistency.  Assess own and others writing and suggest improvements. | Plan own writing independently; discussing and recording ideas.  Use a range of writing styles confidently and independently.  Adapt form and style for purpose.  Look at genre examples to identify structure, vocabulary and grammar.  Compose sentences using a varied and rich vocabulary.  Provide detailed descriptions of characters, setting and plot in narrative writing.  Use a range of sentence structures to build up atmosphere, suspense, dialogue and conflict.  Use paragraphs to organise and group ideas around a theme.  Use organisational devices in non-fiction. eg. subheadings, bullet points, labelled diagrams, bold or italic for key words.  Develop ideas in creative and interesting ways.  Expand noun phrases by modifying adjectives, nouns and prepositions.  Use language playfully and experiment with similes, alliteration, onomatopoeia and expressive, powerful verbs.  Use a wider a more playful range of rhyming words.  Assess own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation. | Plan own writing with increasing efficiency and accuracy.  Develop initial ideas drawing on reading and research.  Identify audience and purpose for writing and select the appropriate form.  Consider how authors develop character and setting.  Introduce more complex characterisation in narratives.  Use a range of narrative techniques with confidence, such as building suspense, adding dialogue and creating an atmosphere.  Write more complex chronological narratives, following the 5 point structure.  Begin to write stories that do not have a linear chronology, eg. flashbacks.  Consistently build cohesion within and across paragraphs.  Use organisational and presentational devices to structure a text, e.g. subheadings, bullet points, columns, flow diagrams.  Select appropriate grammar and vocabulary and know how this can change and enhance meaning.  Experiment with similes, alliteration, onomatopoeia, nonsense words and powerful, expressive verbs.  Use a playful range of rhyming words to create humour.  Proof-read own writing to check for errors and edit as appropriate.  Assess the effectiveness of own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.  Draft and re-draft work effectively. | Plan own writing quickly, confidently and effectively.  Identify audience and purpose for writing and select the appropriate form.  Consider how writing reflects the audience and purpose that it was intended for.  Build atmosphere, tension and climax in narrative writing.  Use dialogue effectively to show relationships and move a story forwards.  Vary sentence length and word order confidently to sustain interest.  Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.  Use organisational and presentational devices to structure a text, e.g. columns, bullet points, glossary.  Summarise and organise writing; supporting ideas and arguments with factual detail.  Use a range of persuasive language, including rhetorical questions and hyperbole.  Use a wide range of known imaginative and ambitious vocabulary and use this appropriate to purpose and audience.  Use a range of language playfully and experiment with similes, metaphors, personification, onomatopoeia, nonsense words, powerful expressive verbs and unexpected word combinations.  Distinguish between formal and informal register in writing.  Proof-read own writing to check for errors and edit as appropriate.  Assess the effectiveness of own and others writing and suggest improvements linked to grammar, vocabulary, spelling and punctuation.  Draft and re-draft work effectively. |
| Grammar | Know that you can join sentences together with ‘and’.  Begin to use ‘and’ in their writing. | Join words and sentences using the **conjunctions** and, because, but.  Know some regular **plural nouns** –s, -es, e.g. dog-dogs.  Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.  Know what happens to a word when the **prefix** un- is added, e.g. unhappy.  Begin to understand the differences between **past and present tense.**  Use noun phrases to inform (eg. Brown fur).  Use simple **adjectives** to describe characters, settings and emotions.  Use a variety of adverbials in instructional writing (eg. First, next, after, later). | Begin to know different sentence structures (simple, compound, complex) and vary these in their own writing.  Know the difference between sentences with different forms: statement, question, exclamation, command and use these in their own writing.  Know what a noun, **verb,** adjective and **adverb** is.  Expand noun phrases to describe, e.g. the green grass.  Use the **past and present tense** correctly and consistently.  Change words from past to present tense and vice versa.  Add suffixes to adjectives –ful, -less.  Turn adjectives into adverbs using –ly, -est, -er.  Join sentences with the **conjunctions**: when, if, or, because, but, and, that.  Use a variety of openers.  Understand that conjunctions can come at the start of a sentence.  Understand verb-subject agreement (eg. The children are waiting).  Use continuous verb form to show progression.  Use **third person** consistently. | Consistently use sentence structures (simple, compound, complex) and vary these in their own writing.  Consistently identify and write statements, questions, commands and exclamations in their own writing.  Extend sentences using a wide range of **conjunctions**, e.g. when, if, because, although, even though, unless, while, after.  Use the present **perfect** form of verbs in contrast to the **past tense**.  Choose **nouns** and **pronouns** appropriately for clarity.  Use adverbs to express time and place (then, next, soon, therefore).  Use **prepositions** to express time and place (before, after, during, because of).  Use **conjunctions**, **adverb**s and **prepositions** to express time and cause.  Use **fronted adverbials.**  Use the forms ‘a’ or ‘an’ depending on whether the next word begins with a vowel or consonant.  Know what a contraction is (eg. Do not- don’t).  Choose appropriate verbs for effect.  Use verbs in continuous form.  Begin to use perfect present tense to place events in time.  Choose between **first** and third person, and use this consistently.  Use second person for persuasive writing.  Use repetition and positive adjectives in persuasive writing. | Consistently use sentence structures (simple, compound, complex) and vary these in their own writing.  Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.  Know the meaning of a noun, verb, adjective, adverb and pronoun.  Choose appropriate pronouns within and across sentences to avoid repetition.  Extend sentences using a wide range of **conjunctions**, e.g. when, if, because, although.  Use **conjunctions**, **adverb**s and **prepositions** to express time and cause.  Know the grammatical difference between plural and possessive.  Use imperative verbs to express urgency.  Know the difference between phrase and clause.  Begin to show an understanding of relative clauses (eg. The blue car that was parked outside the shop was for sale).  Write all contractions accurately.  Use subordinating conjunctions and fronted adverbials as sentence openers.  Use past and present tense correctly.  Use the perfect present tense to place time.  Use the first or third person consistently.  Effectively use second person for persuasive writing.  Use a range of language to introduce or link paragraphs (eg. A little while later, Swiftly, Inside the cave).  Understand how to correct grammatical errors. | Select different sentence structures and adapt these for own purpose.  Vary the length of sentences for effect.  Know the four types of noun (common, proper, abstract and collective).  Use expanded noun phrases.  Convert nouns and adjectives into verbs using suffixes.  Use verbs to mark relationship of time and cause.  Use **modal verbs** or **adverbs** to indicate possibility and express urgency.  Know what an article and determiner are and identify these within sentences.  Know what synonyms and antonyms are.  Use the **active and passive voice** to present information.  To begin to use passive voice to maintain a formal or detached stance (eg. The car was taken from the car park).  Link paragraphs using time and place adverbials (eg. Meanwhile, first, after, for example, as a result of).  Understand subordinate clauses and the words used to introduce them (eg. Even though).  Know how to use past progressive verbs.  Ensure correct subject and verb agreement when using **singular and plural**.  Begin **relative clauses** using who, which, where, when, etc.  Use first, second or third person consistently. | Use a range of sentence types and lengths to achieve specific effects.  Understand fronted adverbials and how to adapt sentences to include these.  Use a range of more complex time, place and manner adverbials (eg. Furthermore, consequently, due to, nevertheless, subsequently).  Know what a relative clause is and identify these within a sentence.  Know the difference between coordinating and subordinating conjunctions.  Begin to understand the differences between formal and informal speech.  Adapt writing between a personal and impersonal tone.  Use modal verbs to indicate possibility.  Use **passive** verbs to effect the presentation of information in a sentence.  Rewrite sentences in the active and passive voice.  Know how words are related by meaning as **synonyms** and **antonyms.**  Identify words that are part of word families.  Use **hyperbole** in persuasive writing.  Draw on new vocabulary and grammatical constructions drawn from reading that create certain affects when writing. |
| Punctuation | Begin to  leave finger spaces between words.  Show an awareness of capital letters and full stops.  Begin to know what ? means.  Know that ‘I’ is a capital.  Write name with capital letter. | Leave spaces between words.  Use capital letters and full stops  Begin to use **? !**  Use capital letters for people, places, days of the week and I.  Identify where capital letters and full stops are missing within sentences. | Use capital letters, full stops, ? ! correctly.  Use **commas** for a list.  Begin to use an **apostrophe** for omission and possession.  Use the correct punctuation at the end of a question, statement, command and exclamation sentence. | Use the possessive apostrophe with plural nouns.  Punctuate direct speech with **“” (inverted commas)** accurately and consistently.  Use **bullet points** for a list.  Consistently use apostrophes for omission and possession.  Understand that a question mark is not always at the end of a sentence. | Use inverted commas and other punctuation to indicate direct speech .consistently and accurately.  Use commas after fronted adverbials.  Use apostrophes to indicate singular and plural possession and contractions.  Use bullet points for a list consistently.  Explain where capital letters are needed and why.  Identify where punctuation is used correctly and incorrectly. | Use commas to clarify meaning.  Use **brackets, dashes** and commas to indicate parenthesis.  Use a **colon** to introduce a list.  Know when to use bullet points consistently.  Use **ellipses** to build tension accurately and consistently.  Explain why ? or ! has been used in a sentence.  Add commas into sentences after fronted adverbials.  Add missing punctuation into a text accurately. | Use all punctuation marks accurately.  Explain why all types of punctuation have been used in text examples.  Use **semi-colons**, colons or dashes between independent clauses.  Know when a colon can replace a comma within a sentence.  Use a colon to introduce a list and semi-colons within a list.  Know how to use commas after fronted adverbials.  Use **hyphens** to avoid ambiguity.  Know how and where to put dashes in sentences.  Use ellipses to build tension accurately and consistently.  Recognise vocabulary and structures for formal writing. |
| Key  Vocabulary | Letter, **capital letter**, word, **singular,** **full stop, question mark.** | Letter, capital letter, word, singular, **plural**, full stop, question mark**, exclamation mark**, **conjunction adjective, noun, noun phrase.** | Noun, noun phrase statement, question, exclamation, **command,** adjective**, verb,** **suffix**, **adverb, tense, apostrophe, comma,** conjunction, **vowel, consonant.** | Adverb, **adverbia**l, **preposition**, conjunction, **word family**, **prefix**, **clause**, **subordinate clause**, **direct speech,** **inverted commas (speech marks), possession, omission, bullet points.** | **Determiner**, **pronoun**, **possessive pronoun**, **relative clause,** adverbial, bullet points. | **Modal verb, relative pronoun,** relative clause**,** **parenthesis, brackets, dash,** cohesion, ambiguity, bullet points.  Recognise vocabulary and structures for formal writing. | **Subject**, **object**, **active passive**, **synonym**, **antonym**, **ellipses**, hyphen, colon, **semi-colon,** bullet points, relative clause.  Recognise vocabulary and structures for formal writing. |