

Writing & SPaG

End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
<p>Literacy</p> <p><u>Writing</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Writing</p> <p>Transcription</p>	<p>Spell: Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week.</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order. 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 and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est Where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in Appendix 1 (Spelling).</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>Spell by: Segmenting 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) [for example, 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>Apply spelling rules and guidance, as listed in Appendix 1 (Spelling).</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>Use further prefixes and suffixes (Appendix 1 Spelling).</p> <p>To spell some more complex homophones and near homophones.</p> <p>Accurately use the possessive apostrophe (singular).</p> <p>Begin to use the possessive apostrophe with regular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand how to add them (Appendix 1 Spelling).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1 Spelling).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify, -en).</p> <p>To spell complex homophones and near-homophones, including who's/whose and stationary/ stationery.</p> <p>To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Spelling).</p>
	<p>Handwriting</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 and understand which letters, when adjacent to one another, are best left unjoined.</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>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, 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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>

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<p>Literacy</p> <p><u>Writing</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Writing Composition <i>(continued next page)</i></p>	<p>Write sentences by: 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>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: 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: 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>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan their writing by: To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Composing and rehearsing sentences orally (including dialogue).</p> <p>Draft and write by: To begin to organise paragraphs around a theme.</p> <p>To begin to create characters, settings and plot in narratives.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Evaluate and edit by: To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>	<p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2 Vocabulary, Grammar, Punctuation). Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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>	<p>Plan their writing by: Noting and developing initial ideas for writing.</p> <p>To use the ideas of authors when planning character's and settings.</p> <p>Draft and write by: Selecting appropriate grammar and vocabulary (Appendix 1 Spelling), understanding how such choices can change and enhance meaning.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To consistently link ideas across paragraphs.</p> <p>In non-narrative material, use organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p>Pupils should be taught 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.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>

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<p>Literacy</p> <p><u>Writing</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Writing Composition</p> <p><u>(continued)</u></p>						<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Vocabulary, Punctuation and Grammar</p>	<p>Develop their understanding of the concepts set out in Appendix 2 (Vocabulary, Grammar, Punctuation) by:</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses using and.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Learning the grammar for Year 1 in Appendix 2 (Vocabulary, Grammar, Punctuation).</p> <p>Use the grammatical terminology in Appendix 2 (Vocabulary, Grammar, Punctuation) in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in Appendix 2 (Vocabulary, Grammar, Punctuation) by:</p> <p>Learning how to use both familiar and new punctuation correctly (see Appendix 2 Vocabulary, Grammar, Punctuation), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>The grammar for Year 2 in Appendix 2 (Vocabulary, Grammar, Punctuation).</p> <p>Some features of written Standard English.</p> <p>Use and understand the grammatical terminology in Appendix 2 (Vocabulary, Grammar, Punctuation) in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in Appendix 2 (Vocabulary, Grammar, Punctuation) by:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for Years 3 and 4 in Appendix 2 (Vocabulary, Grammar, Punctuation).</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech.</p> <p>Use and understand the grammatical terminology in Appendix 2 (Vocabulary, Grammar, Punctuation) accurately and appropriately when discussing their writing and reading.</p> <p>See Appendix 2 (Vocabulary, Grammar, Punctuation) Progression for breakdown of skills.</p>	<p>Develop their understanding of the concepts set out in Appendix 2 (Vocabulary, Grammar, Punctuation) by:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Learning the grammar for Years 5 and 6 in Appendix 2 (Vocabulary, Grammar, Punctuation).</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in Appendix 2 (Vocabulary, Grammar, Punctuation) accurately and appropriately in discussing their writing and reading.</p> <p>See Appendix 2 (Vocabulary, Grammar, Punctuation) Progression for breakdown of skills.</p>		