



St. Thomas'

CofE PRIMARY ACADEMY

Learning for life with Jesus



Writing Curriculum

Writing Intent, Implementation and Impact

INTENT

As a Church of England school, our English curriculum is underpinned by our gospel values. These values are used and applied throughout the English curriculum. Our children are learned and wise in the way that they practise and apply English skills in a variety of different contexts and use these skills to write for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, including their working wall and continuously acting on their 'pink pen' feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our English curriculum is our core skills. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. This ensures that children are given opportunities to practise and apply English skills, for instance composition, grammar, spelling and comprehension in different contexts and make good progress in all areas. These learning journeys enable our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their English education for secondary school.

Our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers and writers that they can be. We have worked together to create our main outcomes that we want for our children. In English, we want to instil curiosity and a love of learning through immersion in high quality texts. Real-life experiences provide children with purposeful contexts for their writing. Our class/lesson set-up and marking policy promotes independence, resilience and high aspirations through our bronze, silver and gold learning journeys.

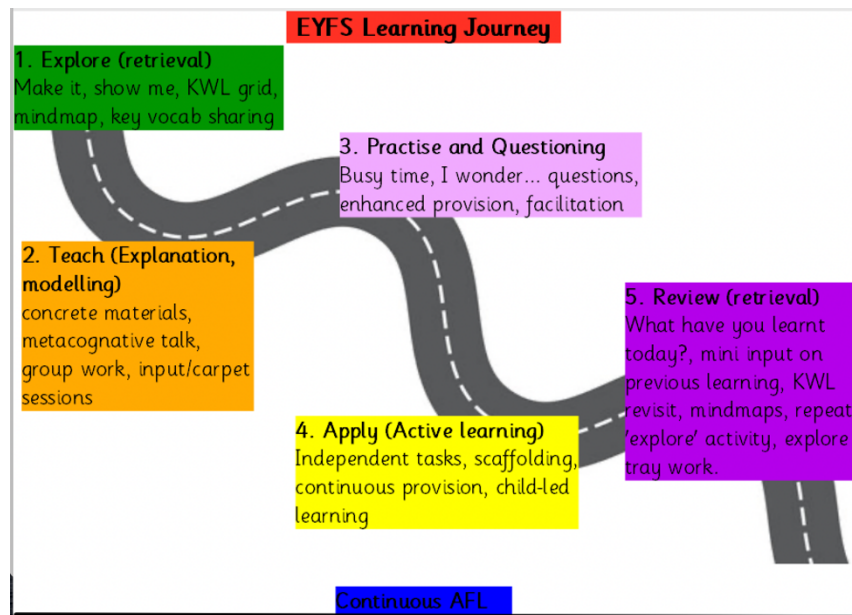
IMPLEMENTATION

St Thomas' Writing Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Writing is taught for 45minutes a day in KS1 and an hour a day in KS2. Writing skills are taught through a 'Teach, Practise, Apply' sequence and then the children complete 'short writes' or 'hot writes' during which they are expected to apply the skills they have been taught. These writes are linked to the text for the term. The children also have opportunities for 'free writing'. Within each lesson a starter activity is used to recap previous learning or focus on developing grammar/spelling knowledge. An AfL task is used to assess the children's level of understanding and this information is used to allocate the children to the appropriate activity for the lesson. Activities are differentiated as Bronze, Silver or Gold.

In Writing, work is recorded in an exercise book and marked in line with the marking policy.

EYFS

As part of Development Matters (2021), Writing is taught in relation to the strand 'Literacy', sub-strand 'Writing'. Children in EYFS are taught 'PenPals' handwriting, starting with copying patterns. They are then linked to the letter patterns and letter families. Children in EYFS are taught to write CVC words and are encouraged then to hear and write more phonemes/graphemes in words. Children in reception have adult led book activities where the teacher will support them with the next step in their writing journey. Continuous provision activities are a variety of scaffolded and 'free' writing opportunities to allow children to 'practise' what has been taught and 'apply' it independently. When ready, children will then be taught along their journey to writing sentences.



EYFS also take part in daily dough disco exercises which promote finger strength. Pre-Nursery take part in 'Wiggle Me Into a Squiggle' sessions three times per week for 10 minutes. Nursery take part in 'Squiggle Whilst You Wiggle' sessions for 10 minutes three times per week. For Reception, this is used as a targeted intervention for children who need extra support with their core and arm strength as a pre-requisite to writing.

IMPACT

In addition to the outcomes shown on our curriculum tree the specific impact of the St Thomas' Writing Learning Journey is that children will (as stated in the national curriculum):

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities, across all subject areas. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in our school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Throughout their time at St Thomas' C of E Academy, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific gross/fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their additional support plans.

Spelling

At our school, we aim for our children to be taught spelling rules to enable them to write fluently and consistently. Spelling and word knowledge are key components in the process of learning to read and write. At St Giles' and St George's, we teach spelling through the use of Supersonic Phonic Friends in addition to a teach, practise, apply cycle of lessons.

During the regular spelling lessons, children will get the chance to be 'taught' a spelling rule and 'practise' through a range of opportunities. The children are then encouraged to apply their spelling knowledge to their writing lessons. This is done through the encouragement to use their spelling log as a resource during the lesson, spelling word banks and dictionaries being readily available.

We encourage children to find spelling practise fun. Through our use of games, quizzes, activity sheets and our school spelling leader board, we intend for our children to have a passion to practise and engage with the spelling curriculum.

Throughout the child's time at St Thomas' they work their way through the different phases of the Supersonic Phonic Friends scheme from Firm Foundations, through Basics 2, 3 and 4 and then onto the Choose to Use and Switch it Spelling rules before moving on to Suze's Spelling Rules.

SEND Adjustments


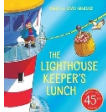





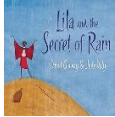

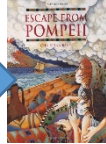

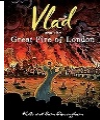
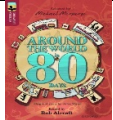

To ensure all pupils can access our Writing curriculum and lessons, we make the following adjustments where necessary:

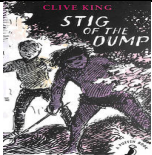
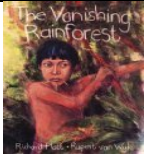
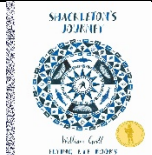
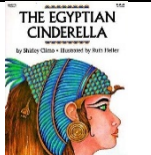
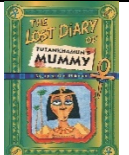
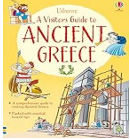
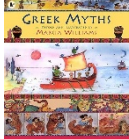
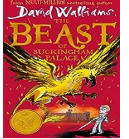
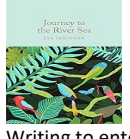

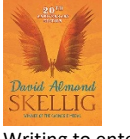




Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
<ul style="list-style-type: none"> Alternative methods of recording (talking tins, laptops, creative tasks) Differentiated tasks - sometimes from the previous year group objectives Visual supports Word banks/phonics maps Split teaching Pre-teaching of vocabulary Teaching of key skills Coloured overlays Timers and chunked activities Use of practical apparatus Sit close to the board Mark target spellings only Allow extra time 	<ul style="list-style-type: none"> Talking tins Pre-teaching language Visuals to support Social stories Now/Next Increased focus on Oracy and developing talk opportunities Thinking time Explicit instructions Makaton signs Steps to success (one task at a time) 	<ul style="list-style-type: none"> Brain and movement breaks CalmBrain Reward time Reflection areas (weighted blankets) Sensory/fidget toys Sit near to the teacher Steps to success (one task at a time) Peer buddies 	<ul style="list-style-type: none"> Own learning space (workstation) Brain/Sensory breaks Appropriate seating Fidget toys Adapted resources (scissors, rulers etc.) Sloping board Alternative methods of recording Wobble cushions Use of a sensory areas (tent) Chew buddies Pencil grips/sloping boards

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Attendance	Pastoral	Healthy Mind and Body	Academic
<ul style="list-style-type: none"> Encouraging text messages Parenting drop-ins School to collect children Rewards for parents Reward charts for children Relationship building with families Attendance action plans Free additional hours in the Nursery Free access to before and after school club Meet and Greet at the Hive 	<ul style="list-style-type: none"> Additional transition Pastoral plans for children Pastoral coffee and catch-up sessions for parents ELSA therapy Providing uniform and school supplies Funding of trips, clubs and before and after school care Individual invites for parents to events Enrichment opportunities Referrals and signposting to external services Pastoral support unit access. Individual whole school roles to boost self esteem Reduced timetable if needed to support pastoral needs Sensory circuits and access to the sensory room 	<ul style="list-style-type: none"> School foodbank Food vouchers Parent workshops School nurse referral for healthy living programme Free school meals Breakfast provision After school sports clubs-personal invites Budgeting support for families Medical care plans Invites to sports camps in the school holidays 	<ul style="list-style-type: none"> Before and after school clubs with personal invites Teacher targeting in every lesson National Tutoring Programme In school interventions Aspirational targets Parenting workshops Individual daily reading Pre and post teaching Scaffolding for aspiration Access to technology Metacognitive learning Reward time with school dog Targeted clubs including homework club Home access to phonics subscription and magazine subscriptions School funded instrumental lessons Breakfast and books

Whole School Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2/3 A	 <p>Writing to inform: Diary entry Factfile Poem Focus Alphabet poems - Michael Rosen Listening Ears-Brian Moses</p>	 <p>Writing to entertain: Setting Description Narrative (retell)</p>	 <p>Writing to inform: Eyewitness Report Instructions Poem focus Simple shape poems:</p>	 <p>Writing to entertain: Narrative</p>	 <p>Writing to entertain: Narrative Writing to inform: Instructions</p>	 <p>Writing to inform: Letters Writing to inform: Non Chronological report Poem focus Diamante – various examples</p>
Y1/2/3 B	 <p>Writing to inform: Diary entry Factfile</p>	 <p>Writing to entertain: Setting Description Narrative (retell) Poem focus Onomatopoeia and alliteration: The Sound Collector – Roger McGough</p>	 <p>Writing to entertain: Setting description. Writing to inform: Biography Poem focus Acrostic poems</p>	 <p>Writing to entertain: Narrative Writing to persuade: Persuasive advert Poem focus Kennings: Bird Dresser – Tony Mitton</p>		
Y1/2/3 C	 <p>Writing to inform: Diary entry Factfile Poem focus Onomatopoeia and alliteration: The Sound Collector – Roger McGough</p>	 <p>Writing to entertain: Setting Description Narrative (retell) Poem focus Acrostic poem (Fireworks or Christmas) Gervais Phinn</p>	 <p>Writing to entertain: Narrative Writing to inform: Non chronological report</p>	 <p>Writing to entertain: Narrative Character description Poem focus Riddles: ww.poetry4kids.com</p>		

<p>4</p>	 <p>Writing to entertain: Setting description Writing to entertain: Playscript Writing to inform: Newspaper article Writing to inform: Explanation text <u>Poem focus</u> Personification: Snow and Snow – Ted Hughes</p>	 <p>Writing to entertain: Opening narrative Writing to persuade: Persuasive leaflet</p>	 <p>Writing to inform: Formal Letter Writing to persuade: Job Advert <u>Poem focus</u> Limericks: Loopy Limericks - John Fost</p>	 <p>Writing to entertain: Character description Writing to inform: Diary entry</p>	 <p>Writing to inform: Non-chronological report Writing to entertain: Narrative <u>Poem focus</u> Haikus: Seaview Haiku and Windy Day – John Foster</p>
<p>5</p>	 <p>Writing to inform: Non-chronological report Writing to persuade: Leaflet</p>	 <p>Writing to entertain: Myth Writing to inform: Diary entry <u>Poem focus</u> Metaphors: Winter Morning - Ogden Nash</p>	 <p>Writing to inform: Biography Writing to entertain: Narrative</p>	 <p>Writing to entertain: Setting description Writing to inform: Balanced argument <u>Poem focus</u> Tankas: Various – John Foster</p>	 <p>Writing to inform Instructions Newspaper Article Explanation Writing to entertain: Narrative <u>Poem focus</u> Cinquains: Various – John Foster</p>
<p>6</p>	 <p>Writing to entertain: Tension narrative Writing to discuss: Discussion text</p>	 <p>Writing to entertain: Setting description Playscript <u>Poem focus</u> Sonnet: Any Shakespeare with iambic pentameter</p>	 <p>Writing to entertain: Diary Entry Writing to inform: Newspaper article</p>	 <p>Writing to inform: Formal letter Writing to entertain: Write next chapter <u>Poem focus</u> Narrative: The Highwayman – Alfred Noye</p>	 <p>Writing to entertain: Playscript Writing to inform: Biography Free write <u>Poem focus</u> Rhyming couplets/nonsense: Any nonsense poem – Edward Lear and any from Please Mrs Butler - Allan Ahlberg</p>

Progression of skills and knowledge

Transcription: Handwriting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p> <p>Write letters using the correct sequence of movement.</p> <p>Develop the tripod grip of a pen/pencil.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters correctly.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p> <p>Continue to develop the tripod grip of a pen/pencil.</p> <p>Form digits 0- 9 correctly.</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>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capitals 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>Master the tripod grip of a pen/pencil.</p> <p>Write digits of the correct size and orientation.</p>	<p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g., by ensuring that down strokes 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>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g., by ensuring that down strokes 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>Write legibly, fluently, with increasing speed by:</p> <p>Choosing which shape of 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 the task.</p>	<p>Write legibly, fluently, with increasing speed by:</p> <p>Choosing which shape of 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 the task.</p> <p>Choose the standard of handwriting appropriate to the task, e.g., quick notes or final presented version.</p>

Transcription: Spelling (Phonic and whole word)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 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>Distinguish between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell some words with 'silent' letters</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</p>	<p>Spell some words with 'silent' letters</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</p>

Transcription: Spelling (Other word building)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</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>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>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>

Composition: Planning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose a caption orally before writing.	Compose a sentence orally before writing.	Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.	Use ideas from their own reading and modelled examples to plan their writing. Discuss and record ideas about writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discuss and record ideas about writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	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.	Note down and develop initial ideas, drawing on reading and research where necessary.

Composition: drafting and writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say a caption out loud to sequence words	Encapsulate what they want to say sentence by sentence.	Say a sentence out loud before writing it – oral rehearsal. Sequence sentences to form short narratives.	Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme (e.g. beginning, middle and end)	Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme to add cohesion and aid the reader	Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Composition: editing and evaluating

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss what they have written with the teacher	<p>Read their writing to check that it makes sense to themselves and to an adult.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Begin to independently make a change to their writing so that they make their writing better.</p> <p>Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</p> <p>Check for errors in spelling, grammar and punctuation with the help of an adult where necessary.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to vocabulary to improve consistency including accurate use of pronouns.</p> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to vocabulary to improve consistency including accurate use of pronouns.</p> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p> <p>Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>

Composition: Punctuation and grammar

Text structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing words to make captions.	Sequencing sentences to form short narratives.	<p>Correct choice and consistent use of the 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</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>

The following progression should be used to inform the TPA cycles for each year

Composition: Punctuation and grammar

Sentence structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A word is made up of phonemes and graphemes.</p> <p>How words can be separated with spaces.</p> <p>Write captions that can be read by themselves and others.</p>	<p>How words can combine to make sentences. Joining words and joining sentences using and</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p>Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because) use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p>Use the passive voice to affect the presentation of information in a sentence.</p> <p>Know how words are related by meaning as synonyms and antonyms e.g. big, large, little and use these in their writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech)</p>

Composition: Punctuation and grammar

Sentence types (see resource document for examples and link to National Curriculum)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Short</p> <p>Simple sentences</p> <p>Sound! Cause.</p> <p>All the W's</p>	<p>2A sentences</p> <p>List sentences</p> <p>BOYs sentences</p> <p>Similes</p>	<p>Alliteration</p> <p>Ad, same ad</p> <p>_ing, _ed</p> <p>Double ly ending</p>	<p>Personification</p> <p>Emotion word, (comma)</p> <p>Verb, person</p> <p>If, if, if, then</p>	<p>3_ed</p> <p>Noun, which/where/who</p> <p>The more, the more</p> <p>3 bad – (dash) question?</p> <p>Metaphors</p>	<p>De:de</p> <p>Some; others</p> <p>Irony</p> <p>Outside. (Inside.)</p> <p>Imagine 3</p> <p>Figurative language</p>

Composition: Punctuation and grammar

Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce capital letters and full stops.	<p>Separation of words with finger spaces.</p> <p>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I, places and days of the week.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns.</p>	Introduction to inverted commas to punctuate direct speech.	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>

Terminology used

Letter Capital letter Full stop Finger space Phoneme Grapheme Word Caption	Letter, capital letter Word Singular Plural Sentence Punctuation mark Full stop Question mark Exclamation mark	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Verb Adverb Tense (past, present) Apostrophe Comma	Preposition Conjunction Word family Prefix Cause Subordinate clause Direct speech Consonant Vowel Inverted commas (or speech marks)	Determiner Pronoun Possessive pronoun Adverbial	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points
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Year 1 Assessment

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing aloud to check that it makes sense.	
To use adjectives that have been modelled.	
To use simple sentence structures (which may often be repetitive).	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
To spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.	
To spell some Y1 common exception words accurately (from English Appendix 1).	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic / subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
Are able to regularly use	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.	
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Year 2 Assessment

Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
spelling some common exception words*	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

Year 3 Assessment

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To rehearse orally their ideas for writing and record their ideas using a modelled planning format.	
To demonstrate some understanding of purpose and audience (although this may not be sustained).	
To use the simple structure of a wider range of text types.	
To proof-read their work to check for errors and make simple improvements with guidance.	
To make more ambitious word choices (often reflecting those modelled by a teacher).	
To usually maintain the correct tense (including the progressive form).	
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.
	commas within lists.
	apostrophes to show possession and to form contractions.
To begin to add inverted commas to mark direct speech (may not be consistent).	
To use a range of simple conjunctions (including some subordination).	
To spell some words with prefixes correctly, e.g. irrelevant, autograph , incorrect , disobey , superstar , antisocial .	
To spell some words with suffixes correctly, e.g. usually , poisonous , adoration .	
To apply all spelling rules from the KS1 guidance within the English Appendix 1.	
To begin to use neat, joined handwriting.	

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To begin to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant, autograph , incorrect , disobey , superstar , antisocial .	
To spell many words with suffixes correctly, e.g. usually , poisonous , adoration .	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
To plan and write with an understanding of purpose and audience.	
To use the structure of several text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors, suggesting and making improvements.	
To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
To create settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use the full range of punctuation from previous year groups.	
To punctuate direct speech accurately, including the use of inverted commas.	
To use subordinate clauses (sometimes in varied positions).	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph , incorrect , disobey , superstar , antisocial .	
To spell most words with suffixes correctly, e.g. usually , poisonous , adoration .	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy and speed.	

Year 4 Assessment

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a clear plot.	
To proofread and amend their own and others' writing with growing confidence.	
To create more detailed settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain accurate tense throughout a piece of writing.	
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use inverted commas at the beginning and end of direct speech.	
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.	
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style consistently.	

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a coherent plot.	
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into paragraphs around a theme.	
To maintain an accurate tense throughout a piece of writing.	
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use all the necessary punctuation in direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell all of the Year 3 and 4 statutory spelling words correctly.	
To consistently use a neat, joined handwriting style.	

Working at Greater Depth within the Expected standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives that are well-structured and well-paced.	
To write a range of non-fiction texts that are well-structured with appropriate layout devices.	
To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	
To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.	
To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.	
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', 'I did' rather than 'I done'.	
To use all 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 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, etc.	
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).	
To use their knowledge of word families to help with their spelling.	

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	
To describe settings, characters and atmosphere with increasing awareness of the reader.	
To begin to use dialogue to convey a character and advance the action.	
To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To create paragraphs that are usually suitably linked (some transitions may be awkward).	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	
To use the full range of punctuation from previous year groups.	
To begin to use commas to clarify meaning or to avoid ambiguity.	
To begin to use a wider 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 begin to experiment with relative clauses with support and modelling.	
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell some words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	
To describe settings, characters and atmosphere to consciously engage the reader.	
To use dialogue to convey a character and advance the action with increasing confidence.	
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.	
To create paragraphs that are usually suitably linked.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To use the full range of punctuation from previous year groups.	
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
To use a wider 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 (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	
To use brackets, dashes or commas to begin to indicate parenthesis.	
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell many complex homophones correctly e.g. affect/effect, practice/practise, etc.	
To spell many words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
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, clarify meaning and create pace.	
To regularly use dialogue to convey a character and advance the action.	
To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To consistently link ideas across paragraphs.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
To use commas consistently to clarify meaning or to avoid ambiguity.	
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. <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i>	
To use brackets, dashes or commas to indicate parenthesis.	
To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell most words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

Year 6 Assessment

Working towards the expected standard:

The pupil can write for a range of purposes:		
using paragraphs to organise ideas		
in narratives, describing settings and characters		
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)		
using mostly correctly:	capital letters	
	full stops	
	question marks	
	commas for lists	
	apostrophes for contraction	
spelling most words correctly (years 3 and 4)		
spelling some words correctly (years 5 and 6)*		
write legibly ¹		

Working at the expected standard:

The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):		
in narratives, describe settings, characters and atmosphere		
integrate dialogue in narratives to convey character and advance the action		
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)		
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
use verb tenses consistently and correctly throughout their writing		
use the range of punctuation taught at Key Stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)		
spell correctly most words from the year 5 / year 6 spelling list, [*] and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
maintain legibility in joined handwriting when writing at speed. ²		

Working at greater depth within the expected standard:

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):		
distinguish between the language of speech and writing ³ and choose the appropriate register		
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [^]		