

# Hazel Slade Primary Academy



## **Writing Policy**

**February 2022**



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# 1. Intent

At Hazel Slade Primary Academy we follow the National Curriculum and the Development Matters framework. Our vision for writing is that children will become confident, capable, enthusiastic writers who develop a genuine love for writing. They will use writing to express themselves and communicate to others and will write independently for a range of purposes. They will be able to reflect on their own and the writing of others.

At Hazel Slade Primary Academy, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given high priority. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning.

In our teaching of writing, we aim for all children to:

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences where possible
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality

The following statements are central to our view of writing development. At Hazel Slade Primary Academy we believe that:

- Speaking and listening with confidence are significant factors in developing effective writing
- Reading and writing are closely connected and mutually supportive; we read as writers and write as readers
- Writing should be designed to meet the needs of real or imagined audiences
- Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils when appropriate
- Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- Writing skills can be improved through reflection
- Children should be closely involved in assessing their own development as writers
- More effective writing is dependent upon increasingly informed grammatical and linguistic choices
- The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation
- The skills of transcription (i.e. handwriting, punctuation and spelling) must be planned for and taught.

The curriculum has been designed so children can build upon their prior knowledge and skills. Progression maps are attached to show how each skill progresses through the year groups.

## 2. Implementation

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- Complementary grammar and punctuation activities using Classroom Secrets
- Pathways to write
- Modelled and shared writing
- Guided writing
- Independent or paired writing
- Sharing and reflecting on their writing
- Cross-curricular writing tasks e.g. through topic work
- Handwriting using LetterJoin
- Spelling using Topical Resources spelling lists

To support children in the acquisition of writing skills we will:

- Provide frequent opportunities to write
- Provide regular demonstrations of the writing process
- Model, draft and discuss many aspects of writing with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising – ‘not yet’ time
- Provide children with opportunities to share their writing
- Reward and celebrate children’s efforts and achievements in writing
- Teach ICT skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children’s diverse interests and needs, and act as a stimulus to their own writing.

## 3. Writing/Mark Making in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing.

A wide variety of opportunities are provided for children to engage in writing activities. Amongst these are:

- Shared writing
- Role-play (e.g. an office or restaurant)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus
- Dough gym for pre-writing skills is used in Nursery
- Writing is a focus in each area of learning.

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include playdough, tweezers, threading, cutting and tracing.

## 4. Writing in Key Stage 1

### Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing.

Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use

### Guided Writing

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs.

They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

### Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing. Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout on children linking their reading skills from the 'RWI programme ('Fred Time' – see separate Phonics policy) to their writing. Motor skills continue to be developed through targeted small groups as necessary.

## 5. Writing in Key Stage 2

### Shared Writing

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating planning strategies (e.g. writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type

- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. conjunctions, complex sentences)
- Drafting
- Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies.

## Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing
- Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

## Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Independent writing, both within English lessons and across the curriculum will involve:

- Using the imagination and expressing ideas
- Applying skills learned in shared writing and guided writing
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

## 6. Grammar and Punctuation

Grammar and punctuation teaching is most effective when it is short, sharp and frequent. Classroom Secrets is used to practise these key skills. Word and sentence games encourage children to enjoy playing with language and to experiment with different constructions that they may then apply in their independent writing.

## 7. Handwriting

Aims of Handwriting:

- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

At Hazel Slade Primary Academy we introduce pre-cursive writing in Early Years and Year 1. In Year 2 the children are introduced to Letter Join and this continues to be used throughout KS2.

## **8. Special Educational Needs**

Where children are identified as having needs that are additional to or different from their peers who are achieving at the normal rate, teachers consult with the school Special Educational Needs Co-ordinator to decide what the best support will be for a child for whom writing attainment is an issue.

## **9. Assessment for Learning**

At Hazel Slade Primary Academy we assess writing using the writing checklists linked to expectations for each year group in different genres of writing. These checklists are used by both staff and pupils as part of the evaluation section of the writing process. Children assess the criteria they have included and set themselves a next step. Teachers use these checklists to regularly update our tracker system for each individual child, allowing progress to be monitored. Teachers have pupil progress meetings with the Principal to discuss both attainment and progress.

## **10. Moderation**

Writing is moderated to check teacher's assessment. Writing is also moderated through events with other schools in the Academy.



## Appendix 1 – Progression Map

Writing: Transcription Spelling**	EYFS	KS1		KS2			
	3 & 4 Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

<ul style="list-style-type: none"> <li>'ck' and exceptions;</li> <li>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'ch' and exceptions;</li> <li>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs: -'ai' and 'oi' (e.g. rain, wait, train, point, soil);</li> </ul>	<ul style="list-style-type: none"> <li>the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including</li> </ul>	<p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>(e.g. science, scene, discipline, fascinate, crescent).</p>		
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- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);

- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);

- 'ar' (e.g. car, park);

- 'ee' (e.g. green, week);

- 'ea' (e.g. sea, dream);

- 'ea' (e.g. meant, bread);

- 'er' stressed sound (e.g. her, person);

- 'er' unstressed schwa sound (e.g. better, under);

- 'ir' (e.g. girl, first, third);

- 'ur' (e.g. turn, church);

- 'oo' (e.g. food, soon);

- 'oo' (e.g. book, good);

- 'oa' (e.g. road, coach);

- 'oe' (e.g. toe, goes);

- 'ou' (e.g. loud, sound);

- 'ow' (e.g. brown, down);

- 'ow' (e.g. own, show);

- 'ue' (e.g. true, rescue, Tuesday);

- 'ew' (e.g. new, threw);

exceptions);

- the /ɔ:/ sound (or spelt 'a' before 'l' and 'll' (e.g. ball, always);
- the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
- the /i:/ sound spelt -ey; the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
- the /z/ sound spelt 's' (e.g. television, usual).

		<ul style="list-style-type: none"> <li>- 'ie' (e.g. lie, dried);</li> <li>- 'ie' (e.g. chief, field);</li> <li>- 'igh' (e.g. bright, right);</li> <li>- 'or' (e.g. short, morning);</li> <li>- 'ore' (e.g. before, shore);</li> <li>- 'aw' (e.g. yawn, crawl);</li> <li>- 'au' (e.g. author, haunt);</li> <li>- 'air' (e.g. hair, chair);</li> <li>- 'ear' (e.g. beard, near, year);</li> <li>- 'ear' (e.g. bear, pear, wear);</li> <li>- 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>					
Common Exception Words	To write some irregular common words.	To spell all Y1 common exception words correctly.*  To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Prefixes and Suffixes

To use -s and -es to form regular plurals correctly.

To use the prefix 'un-' accurately.

To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).

To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).

To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).

To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

Further Spelling Conventions

<p><i>To spell simple compound words (e.g. dustbin, football).</i></p> <p><i>To read words that they have spelt.</i></p> <p><i>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</i></p>	<p><i>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</i></p> <p><i>To learn the possessive singular apostrophe (e.g. the girl's book).</i></p> <p><i>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</i></p> <p><i>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</i></p> <p><i>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</i></p>	<p><i>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</i></p> <p><i>To use the first two or three letters of a word to check its spelling in a dictionary.</i></p>	<p><i>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</i></p> <p><i>To use their spelling knowledge to use a dictionary more efficiently.</i></p>	<p><i>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</i></p> <p><i>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</i></p>	<p><i>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</i></p> <p><i>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</i></p> <p><i>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p><i>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</i></p>
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Writing: Transcription Handwriting	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p><i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>Shows a preference for a dominant hand.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>	<p><i>To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</i></p> <p><i>To sit correctly at a table, holding a pencil comfortably and correctly.</i></p> <p><i>To form digits 0-9.</i></p> <p><i>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i></p>	<p><i>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</i></p> <p><i>To form lower case letters of the correct size, relative to one another.</i></p> <p><i>To use spacing between words that reflects the size of the letters.</i></p>	<p><i>To use a neat, joined handwriting style with increasing accuracy and speed.</i></p>	<p><i>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></p>	<p><i>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.</i></p> <p><i>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</i></p>	<p><i>To write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li><i>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</i></li> <li><i>-choosing the writing implement that is best suited for a task.</i></li> </ul>

	<p><i>Form lower case and capital letters correctly.</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p>						
<p><b>Joining Letters</b></p>			<p><i>To begin to use the diagonal and horizontal strokes needed to join letters.</i></p>	<p><i>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</i></p>	<p><i>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</i></p>	<p><i>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</i></p>	<p><i>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</i></p>



composition Writing:	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p><i>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary.</i></p> <p><i>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</i></p> <p><i>Learn new vocabulary.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Describe events in some detail.</i></p>	<p><i>To say out loud what they are going to write about.</i></p> <p><i>To compose a sentence orally before writing it.</i></p> <p><i>To sequence sentences to form short narratives.</i></p> <p><i>To discuss what they have written with the teacher or other pupils.</i></p> <p><i>To reread their writing to check that it makes sense and to independently begin to make changes.</i></p> <p><i>To read their writing aloud clearly enough to be heard by their peers and the teacher.</i></p> <p><i>To use adjectives to describe.</i></p>	<p><i>To write narratives about personal experiences and those of others (real and fictional).</i></p> <p><i>To write about real events.</i></p> <p><i>To write simple poetry.</i></p> <p><i>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</i></p> <p><i>To encapsulate what they want to say, sentence by sentence.</i></p> <p><i>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</i></p> <p><i>To reread to check that their writing makes sense and that the correct tense is used throughout.</i></p> <p><i>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</i></p>	<p><i>To begin to use ideas from their own reading and modelled examples to plan their writing.</i></p> <p><i>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</i></p> <p><i>To begin to organise their writing into paragraphs around a theme.</i></p> <p><i>To compose and rehearse sentences orally (including dialogue).</i></p>	<p><i>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p> <p><i>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</i></p> <p><i>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</i></p>	<p><i>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.</i></p> <p><i>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</i></p> <p><i>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</i></p> <p><i>To consistently link ideas across paragraphs.</i></p> <p><i>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</i></p>	<p><i>To note down and develop initial ideas, drawing on reading and research where necessary.</i></p> <p><i>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</i></p> <p><i>To use a wide range of devices to build cohesion within and across paragraphs.</i></p> <p><i>To habitually proofread for spelling and punctuation errors.</i></p> <p><i>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i></p> <p><i>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</i></p>

*Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.*

*Listen to and talk about stories to build familiarity and understanding*

*Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.*

*Use new vocabulary in different contexts.*

*Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.*

*Re-read what they have written to check it makes sense.*

*Develop storylines in their pretend play.*

*Write simple phrases and sentences that can be read by others.*

*Invent, adapt and recount narratives and stories with peers and teachers.*

Awareness of Audience, Purpose and Structure

*Use a wider range of vocabulary.*

*Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.*

*Can start a conversation with an adult or a friend and continue it for many turns.*

*Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."*

*Learn new vocabulary.*

*Use new vocabulary throughout the day.*

*Describe events in some detail.*

*Use talk to help work out problems and organise thinking and activities.*

*Explain how things work and why they might happen.*

*Develop social phrases.*

*Use new vocabulary in different contexts.*

*Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.*

*To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.*

*To start to engage readers by using adjectives to describe.*

*To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.*

*To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

*To read aloud what they have written with appropriate intonation to make the meaning clear.*

*To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.*

*To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).*

*To make deliberate ambitious word choices to add detail.*

*To begin to create settings, characters and plot in narratives.*

*To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).*

*To write a range of narratives that are well-structured and well-paced.*

*To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.*

*To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.*

*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 to advance the action.*

*To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.*

*To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).*

*To distinguish between the language of speech and writing and to choose the appropriate level of formality.*

*To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).*

*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*

*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

Writing: Vocabulary, Grammar and Punctuation	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p><i>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</i></p> <p><i>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</i></p> <p><i>Use longer sentences of four to six words</i></p> <p><i>Use new vocabulary throughout the day.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and</i></p>	<p><i>To use simple sentence structures.</i></p>	<p><i>To use the present tense and the past tense mostly correctly and consistently.</i></p> <p><i>To form sentences with different forms: statement, question, exclamation, command.</i></p> <p><i>To use some features of written Standard English.</i></p>	<p><i>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</i></p> <p><i>To use 'a' or 'an' correctly throughout a piece of writing.</i></p>	<p><i>To always maintain an accurate tense throughout a piece of writing.</i></p> <p><i>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</i></p>	<p><i>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</i></p> <p><i>To ensure the consistent and correct use of tense throughout all pieces of writing.</i></p>	<p><i>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</i></p>

	<i>future tenses and making use of conjunctions with modelling and support from the teacher.</i>						
<b>Use of Phrases and Clauses</b>	<p><i>Use longer sentences of four to six words.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</i></p>	<p><i>To use the joining word (conjunction) 'and' to link ideas and sentences.</i></p> <p><i>To begin to form simple compound sentences.</i></p>	<p><i>To using co-ordination (or/and/but).</i></p> <p><i>To use some subordination (when/if/that/because).</i></p> <p><i>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</i></p>	<p><i>To 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.</i></p> <p><i>To use a range of conjunctions, adverbs and prepositions to showtime, place and cause.</i></p>	<p><i>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</i></p> <p><i>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</i></p> <p><i>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</i></p>	<p><i>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).</i></p> <p><i>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</i></p>	<p><i>To use the subjunctive form in formal writing.</i></p> <p><i>To use the perfect form of verbs to mark relationships of time and cause.</i></p> <p><i>To use the passive voice.</i></p> <p><i>To use question tags in informal writing.</i></p>
<b>Punctuation</b>		<p><i>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</i></p> <p><i>To use finger spaces.</i></p> <p><i>To use full stops to end sentences.</i></p> <p><i>To begin to use question marks and exclamation marks.</i></p>	<p><i>To use the full range of punctuation taught at key stage 1 mostly correctly including:</i></p> <ul style="list-style-type: none"> <li><i>- capital letters, full stops, question marks and exclamation marks;</i></li> <li><i>- commas to separate lists;</i></li> <li><i>- apostrophes to mark singular possession and contractions.</i></li> </ul>	<p><i>To use the full range of punctuation from previous year groups.</i></p> <p><i>To punctuate direct speech accurately, including the use of inverted commas.</i></p>	<p><i>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</i></p> <p><i>To consistently use apostrophes for singular and plural possession.</i></p>	<p><i>To use commas consistently to clarify meaning or to avoid ambiguity.</i></p> <p><i>To use brackets, dashes or commas to indicate parenthesis.</i></p>	<p><i>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</i></p>

<i>Use of Terminology</i>		<i>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</i>	<i>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</i>	<i>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</i>	<i>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</i>	<i>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</i>	<i>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i>
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\*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.