

	EYFS	Key Sta	age One		Key Sta	ige Two		
		Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
Writing - Transcription	Pupils should be taught to:	Pupils should be taught to:	Spelling (see English Appendix	Spelling (see English Appendix I)	Spelling (see English Appendix I)	Spelling (see English Appendix I)	Spelling (see English Appendix 1)	
	 Spell words by identifying the sounds and then writing the sound with the letters. Write short sentences with words with known letter- sound correspondenc es using a capital letter and a full stop. 	• spell words containing each of the 40+ phonemes already taught • spell common exception words • spell the days of the week • name the letters of the alphabet: • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • use the spelling rule for adding —s or —es as the plural marker for nouns and the third	Pupils should be taught to: spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the	Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix I) • spell further homophones • spell words that are often misspelt (English Appendix I) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that	Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix I) • spell further homophones • spell words that are often misspelt (English Appendix I) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that	Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix I • use dictionaries to check the spelling and meaning of words	Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix I • use dictionaries to check the spelling and meaning of words	



Writing -		person singular marker for verbs • using the prefix un— • use –ing, –ed, – er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix I • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including —ment, — ness, —ful, —less, —ly apply spelling rules and guidance, as listed in English Appendix I • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Pupils should be	include words and punctuation taught so far.	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
Handwriting	Pupils should be taught to:	taught to: • sit correctly at a	taught to: • form lower-case	taught to: • use the diagonal		taught to: • write legibly,	taught to: • write legibly,



	 hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing write recognisable letters, most of which are correctly formed 	table, holding a pencil comfortably and correctly • begin to form lowercase letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters to one another and to lower case letters • use spacing between words that reflects the size of	and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific little • choosing the writing implement that is best suited for a task.	fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific little • choosing the writing implement that is best suited for a task.
Writing	Pupils should be	Pupils should be	the letters. Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be
Writing – Composition	taught to:	taught to:	taught to:	taught to:	taught to:	taught to: plan their writing by:	taught to: plan their writing by:
	 Write simple phrases and sentences that can be read by others Invent, adapt and recount 	 write sentences by: saying out loud what they are going to write about composing a 	 develop positive attitudes towards and stamina for writing by: writing narratives about personal 	• plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	• plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other



narratives and	sentence orally	experiences and	vocabulary and	vocabulary and	similar writing as	similar writing as
stories with	before writing it	those of others (real	grammar	grammar	models for their	models for their
peers and		and fictional)			own	own
teachers	sequencing		 discussing and 	 discussing and 	 noting and 	 noting and
	sentences to form	 writing about real 	recording ideas	recording ideas	developing initial	developing initial
	short narratives	events			ideas, drawing on	ideas, drawing on
			 draft and write by: 	 draft and write by: 	reading and research	reading and research
	 re-reading what 	writing poetry	composing and	composing and	where necessary	where necessary
	they have written to		rehearsing sentences	rehearsing sentences		
	check that it makes	writing for	orally (including	orally (including	• in writing	• in writing
	sense	different purposes	dialogue),	dialogue),	narratives,	narratives,
		' '	progressively	progressively	considering how	considering how
	 discuss what they 	• consider what	building a varied and	building a varied and	authors have	authors have
	have written with	they are going to	rich vocabulary and	rich vocabulary and	developed	developed
	the teacher or other	write before	an increasing range	an increasing range	characters and	characters and
	pupils	beginning by:	of sentence	of sentence	settings in what	settings in what
	' '		structures (English	structures (English	pupils have read,	pupils have read,
	• read aloud their	planning or saying	Appendix 2)	Appendix 2)	listened to or seen	listened to or seen
	writing clearly	out loud what they	'' /	, ,	performed draft and	performed draft and
	enough to be heard	are going to write	organising	organising	write by:	write by:
	by their peers and	about	paragraphs	paragraphs	,	,
	the teacher	about			selecting	selecting
	and doubles	writing down ideas			appropriate grammar	appropriate grammar
		and/or key words,			and vocabulary,	and vocabulary,
		including new			understanding	understanding
		vocabulary				
		Vocabulal y			how such choices	how such choices
		• onconsulating what			can change and	can change and
		 encapsulating what they want to say, 			enhance meaning	enhance meaning
		sentence by			oarice meaning	Sarice meaning
		sentence by			• in narratives,	• in narratives,
		sentence			describing settings,	describing settings,
					characters and	characters and
		• make simple			atmosphere and	atmosphere and
		additions, revisions			integrating dialogue	integrating dialogue
		and corrections to			to convey character	to convey character
		their own writing by:			and advance the	and advance the
					action	action
		evaluating their			action	action
		writing with the				



_			
	teacher and other	• précising longer	 précising longer
	pupils	passages	passages
	• re-reading to	• using a wide range	 using a wide range
	check hat their	of devices to build	of devices to build
	writing makes sense	cohesion within and	cohesion within and
	and that verbs to	across paragraphs	across paragraphs
	indicate time are	ac. 555 pa. 48. 4p. 15	ac. 555 pa. 46. 4p. 15
	used correctly and	• using further	using further
	consistently,	organisational and	organisational and
	including verbs in the	presentational	presentational
	continuous form		•
	Continuous IOIIII	devices to structure	devices to structure
	a a wall was diagram	text and to guide the	text and to guide the
	• proof -reading to	reader [for example,	reader [for example,
	check for errors in	headings, bullet	headings, bullet
	spelling, grammar	points, underlining]	points, underlining]
	and punctuation [for		
	example, ends of	• evaluate and edit	 evaluate and edit
	sentences	by:	by:
	punctuated correctly		
]	 assessing the 	 assessing the
		effectiveness of their	effectiveness of their
	• read aloud what	own and others'	own and others'
	they have written	writing	writing
	with appropriate		•
	intonation to make	proposing changes	• proposing changes
	the meaning clear	to vocabulary,	to vocabulary,
	ŭ	grammar and	grammar and
		punctuation to	punctuation to
		enhance effects and	enhance effects and
		clarify meaning	clarify meaning
		Ciarity meaning	ciarily illeaning
		• ensuring the	ensuring the
		consistent and	consistent and
		correct use of tense	correct use of tense
		throughout a piece	throughout a piece
		of writing	of writing
		ensuring correct	 ensuring correct



						subject and verb	subject and verb
						agreement when	agreement when
						using singular and	using singular and
						plural, distinguishing	plural, distinguishing
						between the	between the
						language of speech	language of speech
						and writing and	and writing and
						choosing the	choosing the
						appropriate register	appropriate register
						appropriate register	appi opi late i egistei
						• proof -read for	• proof -read for
						spelling and	spelling and
						punctuation errors	punctuation errors
						• perform their own	• perform their own
						compositions, using	compositions, using
						appropriate	appropriate
						intonation, volume,	intonation, volume,
						and movement so	and movement so
						that meaning is clear	that meaning is clear.
Writing -	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be
Grammar,	taught to:	taught to:	taught to:	taught to:	taught to:	taught to:	taught to:
-							
Vocabulary	 Use new 	 develop their 	 develop their 	 develop their 	 develop their 	 develop their 	 develop their
and	vocabulary	understanding of the	understanding of the	understanding of the	understanding of the	understanding of the	understanding of the
Punctuation	throughout the	concepts set out in	concepts set out in	concepts set out in			
	day	English Appendix 2	English Appendix 2	English Appendix 2	English Appendix 2	English Appendix 2	English Appendix 2
		by:	by:	by:	by:	by:	by:
	Articulate their	leaving spaces	• learning how to	extending the	• extending the	• recognising	• recognising
	ideas and	between words	use both familiar and	range of sentences	range of sentences	vocabulary and	vocabulary and
	thoughts in	Dermeell Mol d2	new punctuation	with more than one	with more than one	structures that are	structures that are
	well-formed	• joining words and	correctly (see	clause by using a	clause by using a	appropriate for	appropriate for
	sentences	joining clauses using	English Appendix 2),	wider range of	wider range of	formal speech and	formal speech and
	5555	and	including full stops,	conjunctions,	conjunctions,	writing, including	writing, including
	A A **********************************	anu	capital letters,	including when, if,	including when, if,	subjunctive forms	subjunctive forms
	Attempt to use	a haginning to	exclamation marks,	because, although	because, although	Subjunctive forms	Subjunctive forms
	capital letters	beginning to	question marks,	Decause, airiiougii	because, aidiougii	• using passive yerks	• using passive years
	and full stops	punctuate sentences	commas for lists and	• using the present	A using the present	 using passive verbs to affect the 	using passive verbs to affect the
		using a capital letter	COMMINS FOR MISCS AND	using the present	 using the present 	to affect the	to affect the



and a full stop,	apostrophes for	perfect form of	perfect form of	presentation of	presentation of
question mark or	contracted forms	verbs in contrast to	verbs in contrast to	information in a	information in a
exclamation mark	and the possessive	the past tense	the past tense	sentence	sentence
	(singular)	'	'		
• using a capital		 choosing nouns or 	 choosing nouns or 	 using the perfect 	 using the perfect
letter for names of	• learn how to use:	pronouns	pronouns	form of verbs to	form of verbs to
people, places, the		appropriately for	appropriately for	mark relationships of	mark relationships of
days of the week,	 sentences with 	clarity and cohesion	clarity and cohesion	time and cause	time and cause
and the personal	different forms:	and to avoid	and to avoid		
pronoun 'l'	statement, question, exclamation,	repetition	repetition	 using expanded noun phrases to 	 using expanded noun phrases to
 learning the 	command	 using conjunctions, 	 using conjunctions, 	convey complicated	convey complicated
grammar for year I		adverbs and	adverbs and	information	information
in English Appendix	 expanded noun 	prepositions to	prepositions to	concisely	concisely
2 use the	phrases to describe	express time and	express time and		
grammatical	and specify [for	cause	cause	 using modal verbs 	 using modal verbs
terminology in	example, the blue			or adverbs to	or adverbs to
English Appendix 2	butterfly]	using fronted	using fronted	indicate degrees of	indicate degrees of
in discussing their		adverbials	adverbials	possibility	possibility
writing.	 the present and 				
	past tenses correctly	 learning the 	 learning the 	 using relative 	 using relative
	and consistently	grammar for years 3	grammar for years 3	clauses beginning	clauses beginning
	including the	and 4 in English	and 4 in English	with who, which,	with who, which,
	progressive form			where, when, whose,	where, when, whose,
				that or with an	that or with an
	 subordination 			implied (i.e. omitted)	implied (i.e. omitted)
	(using when, if, that,			relative pronoun	relative pronoun
	or because) and co-				
	ordination (using or,			• learning the	• learning the
	and, or but)			grammar for years 5	grammar for years 5
				and 6 in English	and 6 in English
	• the grammar for			Appendix 2	Appendix 2
	year 2 in English				_
	Appendix 2			• indicate	• indicate
				grammatical and	grammatical and
	• some features of			other features by:	other features by:
	written Standard				
	English • use and			• using commas to	• using commas to
	understand the			clarify meaning or	clarify meaning or



	grammatical		avoid ambiguity in	avoid ambiguity in
	terminology in		writing	writing
	English Appendix 2			
			using hyphens to	using hyphens to
			avoid ambiguity	avoid ambiguity
			 using brackets, 	 using brackets,
			dashes or commas	dashes or commas
			to indicate	to indicate
			parenthesis	parenthesis
			par circircois	pai circircoro
			• using somi solons	Ausing somi solons
			• using semi -colons,	• using semi -colons,
			colons or dashes to	colons or dashes to
			mark boundaries	mark boundaries
			between	between
			independent clauses	independent clauses
			• using a colon to	using a colon to
			introduce a list	introduce a list
			inci oddec a iisc	mer oduce a nise
			punctuating bullet	punctuating bullet
			points consistently	points consistently
			 use and understand 	 use and understand
			the grammatical	the grammatical
			terminology in	terminology in
			English Appendix 2	English Appendix 2
			accurately and	accurately and
			appropriately in	appropriately in
			discussing their	discussing their
			writing and reading.	writing and reading.
1		•		