

Writing**EYFS****Year 1****Year 2****Lower KS2****Transcription**

<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> 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 possessive apostrophe (singular) [for example, the girl’s book] Distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
KNOWLEDGE			
<p>To use their phonic knowledge to write words which match their spoken sounds</p> <p>To write some irregular common words</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p>	<p>To spell some common homophones correctly (e.g. bare/bear, blue/blew, night/knight).</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly – consider, answer,</p>

<p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</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 all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>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).</p> <p>To spell simple compound words (e.g. dustbin, football).</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's shoe).</p>	<p>exercise, remember, quarter, learn, heard, early, earth, calendar, popular, regular, appear, disappear, address, arrive, different, difficult, busy, breathe, complete, increase, extreme, decide, describe, island, forward, forwards, history, important, reign, straight, strange, February, breath, fruit, group, heart, interest, perhaps, question, build, continue, experiment, promise, natural.</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To successfully add the prefixes dis-, in-, im-, re-, anti-, super-, sub- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffixes -ous, -ly, -ion, -ian to root words and explain how they change the meaning of root words.</p>
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			<p>To spell words ending in –ture correctly.</p> <p>To add –ation to verbs to form nouns.</p> <p>To spell words with the c sound spelt ‘ch’ correctly.</p> <p>To spell words with sh sound spelt ch correctly.</p> <p>To spell words with short / sound spelt with the y correctly.</p>
SKILLS			
Some words are spelt correctly & others are phonetically plausible	<p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance.</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<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.</p> <p>To apply further Y2 spelling rules and guidance.</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>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.</p> <p>To self-correct misspellings of words that pupils have been taught to spell</p>	To use the first two or three letters of a word to check its spelling in a dictionary.
Handwriting			

<p>Write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
KNOWLEDGE			
	<p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways).</p>		
SKILLS			
<p>Children handle equipment and tools effectively, including pencils for writing. Children write in print.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>
COMPOSITION			
Planning, Writing and Editing			
<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by:</p>	<p>Consider what they are going to write before beginning by:</p>	<p>Plan their writing by:</p>

	<ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives <p>Re-reading what they have written to check that it makes sense</p>	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Proof-reading to check for errors in spelling, grammar and punctuation</p>	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements
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			<ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors
KNOWLEDGE			
To begin to understand that a sentence is made up of subject and verb.	To recognise and use adjectives.	To understand the four different sentence types and the punctuation that should be used for each one.	To understand the function of a paragraph.
SKILLS			
To say aloud what they are going to write To read back their writing to others	To say aloud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To use adjectives to describe.	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).
Awareness of Audience, Purpose and Structure			
Write simple phrases and sentences that can be read by others.	Discuss what they have written with the teacher or other pupils.	Develop positive attitudes towards and stamina for writing by:	Draft and write by:

	Read aloud their writing clearly enough to be heard by the peers and the teacher.	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry Writing for different purposes	<ul style="list-style-type: none"> • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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KNOWLEDGE

To experience exposure of a range of text types and start to become familiar with some	To explain the features of different text types <ul style="list-style-type: none"> • Traditional tales • Fairy tales • Familiar settings • Well-known stories • Science-fiction • Fantasy • Instructions • Recount • Non-Chronological reports • Letters • Persuasion • Biography 	To explain the features of a narrative. To explain the features of different text types <ul style="list-style-type: none"> • Adventure • Fables • Humorous • Dilemmas • Instructions • Recount • Non-Chronological reports • Letters • Persuasion • Biography • Balanced argument 	To demonstrate an increasing understanding purpose and audience. To explain the structure of a narrative. To explain the features of different text types <ul style="list-style-type: none"> • Sci-fi • Dilemmas • Traditional/Fairy stories • Myths Familiar settings • Instructions
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	<ul style="list-style-type: none"> Balanced argument Newspaper 	<ul style="list-style-type: none"> Newspaper 	<ul style="list-style-type: none"> Recount Non-Chronological reports Letters Persuasion Biography Balanced argument Newspaper
SKILLS			
To begin to identify the difference between fiction and non-fiction text types	<p>To use key features of text types</p> <p>Make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To read aloud their writing clearly and loudly.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To discuss writing which is similar to that which they are planning to write in order understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>
Vocabulary, Grammar and Punctuation			
Sentence Construction and Tense			
		Learn how to use:	Develop their understanding of

		<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form <p>Some features of written standard English.</p>	<p>concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense.
KNOWLEDGE			
	To identify whether a sentence is complete.	<p>To explain the differences between the four sentences types and</p> <p>To explain and identify some features of Standard English.</p>	To use 'a' or 'an' correctly
SKILLS			
	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
Phrases and Clauses			
	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Joining words and joining clauses using 'and'. Learning the grammar for year 1 in English Appendix 2. 	<p>Learn how to use:</p> <ul style="list-style-type: none"> Expanded noun phrases to describe and specify [for example, the blue butterfly]. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Learning the grammar for year 2 in English Appendix 2.</p>	<p>Develop their understanding of concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

			<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials
KNOWLEDGE			
	To explain when 'and' can be used in sentences.	To explain when it is appropriate to use or, and, but.	To explain the difference between a main and subordinate clause.
SKILLS			
	<p>To use the conjunction 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify.</p>	<p>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.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>
Punctuation			
	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Leaving spaces between words. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p>Indicate grammatical and other features by:</p>

	<ul style="list-style-type: none"> Beginning to punctuation sentences using a capital letter and a full stop, question mark or exclamation mark. Using capital letters for names of people, places, the days of the week and the personal pronoun 'I'. Learning the grammar for year 1 in English Appendix 2. 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use: The grammar for year 2 in English Appendix 2</p>	<ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns <p>Using and punctuating direct speech</p>
KNOWLEDGE			
	<p>To explain the purpose of capital letters and where they should be used.</p> <p>To identify questions and where question marks should be used.</p> <p>To identify where exclamation marks could be used.</p>	<p>To identify where commas should be used.</p> <p>To explain how to use the apostrophe to mark singular and possessive contractions.</p>	<p>To confidently explain where and why punctuation has been included in their writing.</p>
SKILLS			
	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks; Commas to separate lists; <p>Apostrophes to mark singular possession and contractions.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>
Terminology			
Use the grammatical terminology in English Appendix 2 in discussing their writing.			
KNOWLEDGE			

To recognise the terms sentence, finger space, capital letter and full stop.	To recognise the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. To begin to use the terms noun, pronoun, verb, adjective and conjunction and use them accurately in their writing.	To recognise the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
SKILLS			
	To use and apply in their writing: <ul style="list-style-type: none"> • Capital letter • Singular • Plural • Sentences • Full stop • question marks • Exclamation marks • Nouns • Pronouns • Verbs • Adjectives • Conjunctions 	To use and apply in their writing: <ul style="list-style-type: none"> • Nouns • noun phrases • Statements • Questions • Exclamations • Commands • Compound words • Suffixes • Adjectives • Adverbs • Verbs • Present tense • past tense • Apostrophes • commas 	To use and apply in their writing: <ul style="list-style-type: none"> • Prepositions • Conjunctions • Clauses • Prefixes • Clauses • Subordinate clauses • Direct speech • Consonants • Letters • Vowels • Vowel letters • Inverted commas

