



Bishop Cornish CE VA Primary School
Literacy - writing
Progression Map



Intent

At Bishop Cornish we pride ourselves in planning and delivering a broad and balanced curriculum, ensuring that its delivery is exciting, interactive and enables children to 'build memories.' It is bespoke to the needs of the children, not only by focusing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom and promote a life-long love of learning. We are fortunate that our learning environment allows us to use the outdoors as much as possible and this enhances the children's experiences. Outdoor learning is integral to all subjects – core and foundation. Creative ways are found by the teaching staff to design active opportunities to learn. Our Curriculum has been planned to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

Ultimately our curriculum is intended to:

- Develop our head and body: What we learn
- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

As educators, we understand the importance of mental health, and aim to create emotionally sound, resilient and well-regulated children. Our curriculum aims to do this using the model of 'PLACE' –being Playful, Loving, Accepting, Curious and Empathic. This way of thinking, feeling, communicating and behaving aims to make each child feel safe and happy, enabling them not only to learn, but to develop a love of learning.

We set the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all we believe in making learning enjoyable, motivating, fun and purposeful!

How do we support and assess writing at our school?

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>For all children across the school a writing portfolio is kept. This will include an initial piece of mark making from EYFS plus 1- 3 other pieces of writing/mark making from across the EYFS year. From year 1 - year 6 each child will have three pieces of <u>independent</u> writing added to the file and this will be assessed against year group expectations for writing (These will be given to staff). When a child achieves the standard three times then the child will be able to use this skill independently and teachers will have formed a secure judgement. This data will be inputted into pupil asset at the required intervals. This writing will also be moderated in line with the whole school monitoring cycle.</p>						
<p>All year groups will use a 'writestuff' unit once a term as part of their literacy work.</p>						
<ul style="list-style-type: none"> Children are assessed on entry via baseline assessment Regular daily phonics is taught. Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file. Children are given a range of opportunities to write. Dough disco and squiggle while you wiggle are used with the children to support the development of handwriting. Moderation is completed within a whole school moderation cycle. Pupil asset data is entered at the end of each term. 	<ul style="list-style-type: none"> Children are initially assessed with an independent piece of writing. Targets are then set for the short term. Children write regularly and they are given lots of opportunities for mark making and writing. Regular daily phonics is taught. Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file. Get writing is used as part of guided reading to support and develop writing skills. Regular daily handwriting 	<ul style="list-style-type: none"> Children are initially assessed with an independent piece of writing. Targets are then set for the short term. Children write regularly and they are given lots of opportunities for writing. Regular daily phonics is taught. Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file. Get writing is used as part of guided reading to support and develop writing skills. Regular daily handwriting 	<ul style="list-style-type: none"> Children are initially assessed with an independent piece of writing. Targets are then set for the short term. Regular daily phonics is taught for those children still requiring this. Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file. Get writing is used as part of this to support and develop writing skills. Children are given writing toolkits to help them support and scaffold their writing. Regular daily handwriting 	<ul style="list-style-type: none"> Children are initially assessed with an independent piece of writing. Targets are then set for the short term. Regular daily phonics is taught for those children still requiring this. Interventions are put in place for those children requiring extra support and these are detailed in our class intervention file. Children are given writing toolkits to help them support and scaffold their writing Regular daily handwriting 		

Writing – transcription and spelling

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	Three and Fours Reception Early Learning Goals	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonics and spelling rules</u>	<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 – see appendix 1</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, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance – see appendix 1</p>	<p>To spell words with the /ei/ 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,</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</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,</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</p>

				<p>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 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>with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the</p> <p>/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>dough, through, thorough, borough, plough, bough).</p>	<p>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>
	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Common exception words</u></p> <p><u>See national curriculum for lists of common exception words</u></p>	<p>To write some irregular common words</p>	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>

	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Prefixes and suffixes</u>		<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 add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>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.</p> <p>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).</p> <p>To spell words</p>	<p>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).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>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).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>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).</p> <p>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,</p>

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).

referred, referral,
preferring,
preferred,
transferring,
transferred,
reference, referee,
preference,
transference).

	<u>EYFS</u>	<u>Key stage 1</u>		<u>Key stage 2</u>			
	<u>Early Learning Goals</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Further spelling conventions</u>		<p>To spell simple compound words (e.g. dustbin, football).</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 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 book).</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 (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>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).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery .</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>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).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

Writing – handwriting

	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Letter formation, placement and positioning</u>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</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 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</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 use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>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].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

	<p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed</p>						
<p><u>Joining handwriting</u></p>			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>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</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way</p>	<p>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).</p>

Writing – transcription and spelling

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

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.

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).

own and others' writing and to make necessary corrections and improvements.

synonyms and antonyms and to use this knowledge to make improvements to their writing.

	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Awareness of audience, purpose and structure</u>	<p>Use a wider range of vocabulary.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>To use a number of simple features of different text types and to 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 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 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.</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 write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate</p>	<p>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.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform</p>	<p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>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).</p>

	<p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>			<p>To begin to create settings, characters and plot in narratives.</p>	<p>intonation and to control the tone and volume so that the meaning is clear.</p>	<p>their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	
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Writing – vocabulary, grammar and punctuation

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

	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.						
	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of phrases and clauses	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>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.</p>	<p>To use the joining word (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).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</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>	<p>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.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable</p>	<p>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).</p> <p>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.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>

					spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.		
	EYFS	Key stage 1		Key stage 2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		<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> <p>capital letters, full stops, question marks and exclamation marks;</p> <p>commas to separate lists;</p> <p>apostrophes</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>	<p>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.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>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.</p>

			to mark singular possession and contractions.				
	EYFS	Key stage 1		Key stage 2			
	Three and Four-Years Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	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.	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).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Appendix 1

Year 1 spelling rules and guidance	Year 2 spelling rules and guidance
<p>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <ul style="list-style-type: none"> • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); '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); 	<ul style="list-style-type: none"> • 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); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the /r/ sound spelt 'wr' (e.g. write, written); • 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); the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including 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).

- '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);
- 'ie' (e.g. lie, dried);
- 'ie' (e.g. chief, field);
- 'igh' (e.g. bright, right);
- 'or' (e.g. short, morning);
- 'ore' (e.g. before, shore);
- 'aw' (e.g. yawn, crawl);
- 'au' (e.g. author, haunt);
- 'air' (e.g. hair, chair);
- 'ear' (e.g. beard, near, year);
- 'ear' (e.g. bear, pear, wear);
- 'are' (e.g. bare, dare, scared);
- spelling words ending with -y (e.g. funny, party, family);
- spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
- using 'k' for the /k/ sound (e.g. sketch, kit, skin).