

Progression of Skills in Writing Black – NC statutory; Italics – NC guidance; purple – adapted for Baguley Hall School											
Writing: Transcription Spelling**	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Y1	Y2	Y3	¥4	Y5	Y6				



Phonics and	To continue a	Children in year 1	Children follow	Children using	Children using	Children using	Children using
Spelling Rules	rhyming string.	follow the RWI	spelling program	Literacy and	Literacy and	Literacy and	Literacy and
	, , , , , , , , , , , , , , , , , , , ,	spelling	from RWI or if they	Language follow the	Language follow the	Language follow	Language follow
For those	To hear and say	programme.	are on the Literacy	<u>no nonsense</u>	<u>no nonsense</u>	the <u>no nonsense</u>	the <u>no nonsense</u>
children on RWI	the initial sound in	(Children also	and Language	<u>spelling</u>	<u>spelling program</u> me	<u>spelling</u>	<u>spelling</u>
and Fresh Start,	words.	taught all	programme, they	programme or follow	or follow the spelling	programme; the	programme; the
follow the linked	words.	objectives from	follow no	the spelling	programme from	Fresh start spelling	Fresh start spelling
spelling	To segment the	NC):	nonsense	programme from	RWI.	programme or the	programme or the
program.	U U		spelling. (Children	RWI.	(Children to be	RWI programme.	RWI programme.
	sounds in simple	Spelling (see	also taught all	(Children to be	taught all objectives	(Children to be	(Children to be
For those	words and blend	English Appendix	objectives from	taught all objectives	from NC for years 3-	taught all	taught all
children on	them together.	1) Pupils should	NČ):	from NC for years 3-	4 by the end of year	objectives from NC	objectives from NC
Literacy and		be taught to		4 by the end of year	4):	for years 5-6 by	for years 5-6 by
Language	To link sounds to	spell:	Spelling (see	4):		the end of year 6):	the end of year 6):
follow, 'No	letters, naming and		English Appendix		Spelling (see English	. ,	- /
nonsense'	sounding the letters	♣ words	1) Pupils should	Spelling (see English	Appendix 1) Pupils	Spelling (see	Spelling (see
spelling	of the alphabet.	containing each	be taught to:	Appendix 1) Pupils	should be taught to:	English Appendix	English Appendix
program.		of the 40+	-	should be taught to:	use further	1) Pupils should	1) Pupils should
		phonemes	-spell by:	use further	prefixes and suffixes	be taught to:	be taught to:
(Also ensure	To use their phonic	already taught	segmenting	prefixes an suffixes	and understand how	use further	use further
coverage of	knowledge to write	& common	spoken words into	and understand how	to add them (English	prefixes and	prefixes and
objectives from	words in ways which	exception words	phonemes and	to add them (English	Appendix 1)	suffixes and	suffixes and
appendix 1	match their spoken	the days of the	representing these	Appendix 1)	spell further	understand the	understand the
of NC.)	sounds.	week English –	by graphemes,	spell further	homophones	guidance for	guidance for
,	To write some	key stages 1 and	spelling many	homophones	spell words that	adding them	adding them
	irregular common	2 13 Statutory	correctly	spell words that	are often misspelt	spell some	spell some
	words.	requirements.	learning new	are often misspelt	(English Appendix 1)	words with 'silent'	words with 'silent'
			ways of spelling	(English Appendix 1)	 place the 	letters [for	letters [for
	Practise using a	- name the letters	phonemes for	 place the 	possessive	example, knight,	example, knight,
	range of strategies	of the alphabet:	, which one or more	possessive	apostrophe	psalm, solemn]	psalm, solemn]
	for learning new	naming the	spellings are	apostrophe	accurately in words	♣ continue to	♣ continue to
	spelling words linked	letters of the	already known,	accurately in words	with regular plurals	distinguish	distinguish
	to topic areas, e.g.	alphabet in order	and learn some	with regular plurals	[for example, girls',	between	between
	look, cover, say,	 ♣ using letter 	words with each	[for example, girls',	boys'] and in words	homophones and	homophones and
	write, check and the	names to	spelling, including	boys'] and in words	with irregular plurals	other words which	other words which
	Baguley hall spelling	distinguish	a few common	with irregular plurals	[for example,	are often confused	are often confused
	strategy document.	between	homophones	[for example,	children's]	♣ use knowledge	 use knowledge
	chalogy accanona		 learning to spell 	children's] (singular	-	of morphology and	of morphology and
		alternative	common exception	and plural)	use apostrophes correctly for	etymology in	etymology in
		spellings of the	words		correctly for	spelling and	spelling and
		same sound	 learning to spell 	use apostrophes correctly for	contracted forms	understand that	understand that
		-add prefixes and	more words with	contracted forms	use the first two or three letters of a	the spelling of	the spelling of
		suffixes:	contracted forms			some words needs	some words needs
		Sullives.			word to check its	Some words needs	Some words heeds
	1	1	1		1	1	1]

	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, helper, eating, quicker, quickest] -apply simple spelling rules and guidance, as listed in English Appendix 1 •Practise using a range of	 learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones and near-homophones is adding suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements applying spelling rules and guidance, as listed in English Appendix 1 Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document. 	 use the first two or three letters of a word to check its spelling in a dictionary -as in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2) -pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. -Use some of the plural spelling rules, including: adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in'f'/fe' change the 'f' or 'fe' to a 'v' before adding 'es' -'o' and comes after a consonant, add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people 	spelling in a dictionary -as in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2) -pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. -Spell more plural words correctly including: - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in'fl'fe' change the 'f' or 'fe' to a 'v' before adding 'es' -'o' and comes after a consonant, add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna	to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • place the possessive apostrophe accurately in words with regular and irregular plurals • use apostrophes correctly for contraction • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. -Spell correctly a wide range of plural words, including: - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural. -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in'f/'fe' change the 'f' or 'fe' to a 'v' before adding 'es'	to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • place the possessive apostrophe accurately in words with regular and irregular plurals • use apostrophes correctly for contraction • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. -Spell correctly all plurals including: - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural. -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in'f'/fe' change the 'f' or 'fe' to a 'v' before adding 'es' -'o' and comes after a consonant,
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				and some stay the same, e.g. tuna Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.	*Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.	-'o' and comes after a consonant, add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna	add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna •Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.
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Further spelling	♣Write from	Write from	Write from memory	Write from memory	Pupils should	♣Pupils should
guidance	memory simple	memory simple	simple sentences,	simple sentences,	continue to be	continue to be
	sentences	sentences dictated	dictated by the	dictated by the	taught to	taught to
	dictated by the	by the teacher that	teacher, that include	teacher, that include	understand and	understand and
	teacher that	include words	words and	words and	apply the concepts	apply the concepts
	include words	using the GPCs,	punctuation taught	punctuation taught	of word structure	of word structure
	using the GPCs	common exception	so far.	so far.	so that they can	so that they can
	and common	words and			draw on their	draw on their
	exception words	punctuation taught			knowledge of	knowledge of
	taught so far.	so far.			morphology and	morphology and
	Reading should	Pupils should be			etymology to spell	etymology to spell
	be taught	encouraged to			correctly.	correctly.
	alongside	apply their				
	spelling, so that	knowledge of				
	pupils	suffixes from their				
	understand that	word reading to				
	they can read	their spelling. They				
	back words they	should also draw				
	have spelt.	from and apply				
		their growing				
		knowledge of word				
		and spelling				
		structure, as well				
		as their knowledge				
		of root words.				<u> </u>



 HANDWRITING AND PRESENTATION Letter Formation, Placement and Positioning Joining To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one- handed tools and equipment, e.g. makes snips in pape with child scissors. To hold a pencil between thumb and two fingers, no longe using whole-hand grasp. To practise using fine and gross moto skills in nursery every day and throughout the wee in reception, including dough disco and mark making stations. To understand an make progress towards the next stages of a pencil grip using class progression grids, a modelled and referred to continuously by 	 begin to form lower-case 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. 	Using the RWI scheme: Pupils should be taught to: form lower-case 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 use spacing between words that reflects the size of the letters. <i>pupils should</i> <i>revise and practise</i> <i>correct letter</i> <i>formation</i> <i>frequently. They</i> <i>should be taught</i> <i>to write with a</i> <i>joined style as</i> <i>soon as they can</i> <i>form letters</i>	Using the Pen Pals scheme: Pupils should be taught to: • 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 • 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] • use joined handwriting throughout their writing.	Using the Pen Pals scheme: Pupils should be taught to: •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 • 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] •use joined handwriting throughout their writing.	Using the Pen Pals scheme: Pupils should be taught to: - write legibly, fluently, joined and with increasing speed by: - 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. -Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.	Using the Pen Pals scheme: Pupils should be taught to: -write legibly, fluently, joined and with increasing speed by: • 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. -Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.
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✤ To hold a pencil near point between first two fingers and thumb, and uses it with good control.			
♣ To copy some letters, e.g. letters from their name.			
♣To give meaning to marks they make as they draw, write and paint.			
✤To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
♣To show a preference for a dominant hand.			
♣To begin to use anticlockwise movement and retrace vertical lines.			
♣To begin to form recognisable letters.			
♣To use a pencil and hold it effectively to form recognisable letters, most of which are			



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correctly formed.			
To show good			
♣To show good			
control and co-			
ordination in large			
and small			
movements.			
♣To move			
confidently in a			
range of ways,			
safely negotiating			
space.			
space.			
♣To handle			
equipment and			
tools effectively,			
including pencils for			
writing.			
To write simple			
sentences which can			
be read by			
be read by themselves and			
others.			

COMPOSITION	Developing their	(Children are	(Children are	(Children are taught	(Children are taught	(Children are	Children are
Planning,	understanding of	taught and use	taught and use	and use strategies	and use strategies	taught and use	taught and use
Writing and	story structures	strategies from	strategies from	from RWI, Literacy	from RWI, Literacy	strategies from	strategies from
Editing	through 5 a day	RWI and other	RWI and Literacy	and Language and	and Language and	RWI, Literacy and	RWI, Literacy and
	stories (including	curriculum areas	and Language	other curriculum	other curriculum	Language, Fresh	Language, Fresh
	linked speaking and	to support	other curriculum	areas to support	areas to support	Start and other	Start and other
	listening and writing	composition.)	areas to support	composition.)	composition.)	curriculum areas	curriculum areas
	activities) related to	Pupils should be	composition.)	Pupils should be	Pupils should be	to support	to support
	all curriculum areas.	taught to:		taught to:	taught to:	composition.)	composition.)
		-write sentences	Pupils should be	U U	•	Pupils should be	Pupils should be
	To understand and	by:	taught to:	-plan their writing by:	-plan their writing by:	taught to:	taught to:
	use targeted	 developing 	-develop positive	developing their	developing their	e e	0
	vocabulary in all	their	attitudes towards	understanding of	understanding of	-plan their writing	-plan their writing
	curriculum areas.	understanding of	and stamina for	story structures	story structures	by:	by:
		story structures	writing by:	through 5 a day	through 5 a day	developing their	developing their
	• To open lyte retail o	through 5 a day	developing their	stories (including	stories (including	understanding of	understanding of
	•To speak to retell a	stories (including	understanding of	linked speaking and	linked speaking and	story structures	story structures
	simple past event in	linked speaking	story structures	listening and writing	listening and writing	through 5 a day	through 5 a day
	correct order (e.g. went down slide, hurt	and listening and	through 5 a day	activities), daily class	activities), daily class	stories (including	stories (including
		writing activities)	stories (including	novels and whole	novels and whole	linked speaking	linked speaking
	finger).	related to all	linked speaking	class guided reading	class guided reading	and listening and	and listening and
	To use talk to	curriculum areas	and listening and	related to all	related to all	writing activities),	writing activities),
	connect ideas,	♣using targeted	writing activities)	curriculum areas	curriculum areas	daily class novels	daily class novels
	explain what is	vocabulary in all	related to all	susing targeted	using targeted	and whole class	and whole class
	happening and	curriculum areas	curriculum areas	vocabulary in all	vocabulary in all	guided reading	guided reading
	anticipate what	 saying out loud 	using targeted	curriculum areas	curriculum areas	related to all	related to all
	might happen next,	what they are	vocabulary in all	discussing writing	discussing writing	curriculum areas	curriculum areas
	recall and relive	going to write	curriculum areas	similar to that which	similar to that which	susing targeted	susing targeted
	past experiences.	about	sequencing and	they are planning to	they are planning to	vocabulary in all	vocabulary in all
	past experiences.	 composing a 	writing simple and	write in order to	write in order to	curriculum areas	curriculum areas
	Touse talk in	sentence orally	coherent	understand and learn	understand and learn	identifying the	identifying the
	pretending that	before writing it	narratives about	from its structure,	from its structure,	audience for and	audience for and
	objects stand for	 sequencing 	personal	vocabulary and	vocabulary and	purpose of the	purpose of the
	something else in	sentences to	experiences and	grammar	grammar	writing, selecting	writing, selecting
	play,	form short	those of others	discussing and	discussing and	the appropriate	the appropriate
	e.g. 'This box is my	narratives	(real and fictional)	recording ideas	recording ideas	form and using	form and using
	castle.'	 re-reading 	writing about	-	0	other similar	other similar
	_ ·	what they have	real events,	-draft and write by:	-draft and write by:	writing as models	writing as models
	To engage in	written to check	recording and	composing and	composing and	for their own	for their own
	imaginative role play based on own first-	that it makes	simply	rehearsing	rehearsing	noting and	noting and
	hand experiences.	sense	writing poetry	sentences orally	sentences orally	developing initial	developing initial
	nanu experiences.		writing for	(including dialogue),	(including dialogue),	ideas, drawing on	ideas, drawing on
	To build stories		different purposes	progressively	progressively	reading and	reading and
		1	1		1		



around toys, e.g.	-discuss what		building a varied and	building a varied and	research where	research where
farm animals	they have written	-consider what	rich vocabulary and	rich vocabulary and	necessary	necessary
needing rescue	with the teacher	they are going to	an increasing range	an increasing range	-	
froman armchair	or other pupils	write before	of sentence	of sentence	in writing	د in writing
cliff.		beginning by:	structures (English	structures (English	narratives,	narratives,
	-read aloud their	 planning or 	Appendix 2)	Appendix 2)	considering how	considering how
• To capture	writing clearly	saying out loud	,	,	authors have	authors have
experiences and	enough to be	what they are	organising	organising	developed	developed
responses with a	heard by their	going to write	paragraphs around a	paragraphs around a	characters and	characters and
range of media, such	peers and the	about	theme	theme	settings in what	settings in what
as music, dance and	teacher.	 writing down 	in narratives,	in narratives,	pupils have read, listened to or seen	pupils have read, listened to or seen
paint and other		ideas and/or key	creating settings,	creating settings,	performed	performed
materials or words.		words, including	characters and plot	characters and plot	periorneu	periorned
		new vocabulary	in non-narrative	in non-narrative		
♣To link statements		 encapsulating 	material, using	material, using	-draft and write by:	-draft and write by:
and sticks to a main		what they want to	simple organisational	simple organisational	selecting	selecting
theme or intention.		say, sentence by	devices [for example,	devices [for example,	appropriate	appropriate
		sentence	headings and sub-	headings and sub-	grammar and	grammar and
♣To use talk to			headings]	headings]	vocabulary,	vocabulary,
organise, sequence		-make simple	- evaluate and edit	- evaluate and edit	understanding how	understanding how
and clarify		additions,	by:	by:	such choices can	such choices can
thinking, ideas,		revisions and		•	change and	change and
feelings and		corrections to their	assessing the	assessing the	enhance meaning	enhance meaning
events.		own writing by:	effectiveness of their	effectiveness of their	 in narratives, 	 in narratives,
		evaluating their	own and others'	own and others'	describing	describing
*To introduce a		writing with the	writing and	writing and	settings,	settings,
storyline or narrative		teacher and other	suggesting	suggesting	characters and	characters and
into their play.		pupils	improvements *	improvements +	atmosphere and	atmosphere and
♣ To write own		re-reading to	proposing changes to grammar and	proposing changes to grammar and	integrating	integrating
name and other		check that their	vocabulary to	vocabulary to	dialogue to convey	dialogue to convey
things such as		writing makes	improve consistency,	improve consistency,	character and	character and
labels, captions.		sense and that	including the	including the	advance the action	advance the action
		verbs to indicate	accurate use of	accurate use of		
To attempt to write		time are used	pronouns in	pronouns in	précising longer	précising longer
short sentences in		correctly and	sentences	sentences	passages	passages
meaningful contexts.		consistently,			using a wide	using a wide
		including verbs in	-proof-read for	-proof-read for	range of devices to	range of devices to
♣ To play		the continuous	spelling and punctuation errors	spelling and punctuation errors	build cohesion	build cohesion
cooperatively as		form	· ·	· ·	within and across	within and across
part of a group to		proof-reading to aback for errors in	- read aloud their	- read aloud their	paragraphs	paragraphs
develop and act out		check for errors in	own writing, to a	own writing, to a	using further	using further
a narrative.		spelling, grammar	group or the whole	group or the whole	organisational and	organisational and
		and punctuation	class, using	class, using	presentational	presentational



♣To develop their own narratives	[for example, ends of sentences punctuated	appropriate intonation and controlling the tone	appropriate intonation and controlling the tone	devices to structure text and to guide the reader	devices to structure text and to guide the reader
and explanations by connecting ideas or events.	-read aloud what	and volume so that the meaning is clear.	and volume so that the meaning is clear.	[for example, headings, bullet points, underlining]	[for example, headings, bullet points, underlining]
To write simple sentences which	they have written with appropriate intonation to make			-evaluate and edit by:	-evaluate and edit by:
can be read by themselves and others.	the meaning clear. Throughout the			 assessing the effectiveness of their own and ethers? writing 	♣ assessing the effectiveness of their own and ethers? urriting
Some words are spelt correctly and others are	curriculum: <i>children should</i> <i>cead and listen to</i>			others' writing proposing changes to	others' writing proposing changes to
others are phonetically plausible.	whole books, to help them to increase their vocabulary and grammatical knowledge,			vocabulary, grammar and punctuation to enhance effects and clarify meaning	vocabulary, grammar and punctuation to enhance effects and clarify meaning
	including Standard English. These activities also help them to understand how different types of			 ensuring the consistent and correct use of tense throughout a piece of writing 	 ensuring the consistent and correct use of tense throughout a piece of writing
	writing, including narratives, are structured. All these can be drawn on for their writing.			 ensuring correct subject and verb agreement when using singular and plural, distinguishing 	 ensuring correct subject and verb agreement when using singular and plural, distinguishing
	 understand, through being shown these, the skills and processes essential to 			between the language of speech and writing and choosing the appropriate register	between the language of speech and writing and choosing the appropriate register
	writing: that is, thinking aloud as they collect ideas, drafting, and re- reading to check			- proof-read for spelling and punctuation errors English – key	- proof-read for spelling and punctuation errors English – key



			their meaning is clear. use drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.			stages 1 and 2 38 Statutory requirements - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	stages 1 and 2 38 Statutory requirements - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Awareness of audience, purpose and structure.	◆To use vocabulary focused on objects and people that are of particular importance to them.	(Children to use and access RWI and other teaching within different curriculum areas to support understanding.)	(Children to use and access RWI, Literacy and Language and other teaching within different curriculum areas to support understanding.)	(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.) & Pupils should write	(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.) & Pupils should write	(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support	(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support
	 To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and 	 Children should write in different genres for a range of purposes and audiences. Pupils should think aloud and 	 Pupils should write in varied genres for a range of purposes and audiences. Pupils should think aloud and talk to partners and as a whole 	for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to different forms of writing.	for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to different forms of writing.	understanding.) Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this	understanding.) # Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to



 naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs. 	talk to partners and as a whole class to explore and collect ideas. Pupils should be encouraged to discuss and whether their own and others writing makes sense.	class to explore and collect ideas. Pupils should be encouraged to discuss and whether their own and others writing makes sense.	 Pupils should be taught and understand the skills and processes that are essential for writing: thinking aloud to explore and collect ideas, drafting, and re- reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own and others writing makes sense. 	 Pupils should be taught and understand the skills and processes that are essential for writing: thinking aloud to explore and collect ideas, drafting, and re- reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own and others writing makes sense. 	should link to different forms of writing. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re- reading to check that the meaning is clear for their own and other's work.	different forms of writing. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re- reading to check that the meaning is clear for their own and other's work.
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Writing,	use carefully	(Using RWI and	(Using RWI,	(Using RWI, Literacy	(Using RWI, Literacy	(Using RWI,	(Using RWI,
grammar,	selected, age	all curriculum	Literacy and	and Language and	and Language and	Literacy and	Literacy and
vocabulary and	appropriate quality	area lessons for	Language and all	all curriculum area	all curriculum area	Language, Fresh	Language, Fresh
punctuation	texts across the	models of	curriculum area	lessons for models of	lessons for models of	Start and all	Start and all
	curriculum to	grammar,	lessons for models	grammar, vocabulary	grammar, vocabulary	curriculum area	curriculum area
Grammar,	develop vocabulary,	vocabulary and	of grammar,	and punctuation.)	and punctuation.)	lessons for models	lessons for models
vocabulary,	grammar and	punctuation.)	vocabulary and	pupils should be		of grammar,	of grammar,
phrases and	punctuation	pupils should be	punctuation.)	taught to:	pupils should be	vocabulary and	vocabulary and
clauses	To begin to	taught to:	pupils should be	-develop their	taught to:	punctuation.)	punctuation)
	understand 'why'	-develop their	taught to:	understanding of the	-develop their		Pupils should be
(Refer to NC	and 'how'	understanding of	•	concepts set out in	understanding of the	pupils should be	taught to:
appendix 2.)	questions.	the concepts set	use carefully selected, age	English Appendix 2	concepts set out in	taught to:	-develop their
	4	out in English	appropriate quality	by:	English Appendix 2	-develop their	understanding of
	To question why	Appendix 2 by:	texts across the	 By. ♣using carefully 	by:	understanding of	the concepts set
	things happen and	Appendix 2 by:	curriculum to	selected, age	■using carefully	the concepts set	out in English
	gives explanations	selected, age	develop	appropriate quality	selected, age	out in English	Appendix 2 by:
	and asks questions,	appropriate	vocabulary,	texts across the	appropriate quality	Appendix 2 by:	<pre>♣using carefully</pre>
	e.g. who, what,	quality texts	grammar and	curriculum to develop	texts across the	<pre>&using carefully</pre>	selected, age
	when, how.	across the	punctuation	vocabulary, grammar	curriculum to develop	selected, age	appropriate quality
	. -	curriculum to	- learn how to use:	and punctuation	vocabulary, grammar	appropriate quality	texts across the
	To use a range	develop	the present and	 using the present 	and punctuation	texts across the	curriculum to
	of tenses in	vocabulary,	past tenses	perfect form of verbs	 using the present 	curriculum to	develop
	speech (e.g. play,	grammar and	correctly and	in contrast to the	perfect form of verbs	develop	vocabulary,
	playing, will play,	punctuation	consistently	past tense	in contrast to the	vocabulary,	grammar and
	played).	leaving spaces	including the	Being confident	past tense	grammar and	punctuation
	To answer 'how'	between words	progressive form	with regular ed past	-being confident with	punctuation	recognising
	and 'why' questions	learning the	 the grammar for 	tense verbs and	past tense regular	recognising	vocabulary,
	about their	grammar for year	year 2 in English	many past tense	and irregular verbs	vocabulary and	grammar and
	experiences and in	1 in English	Appendix 2	verbs	Choosing nouns or	structures that are	structures that are
	response to stories	Appendix 2	 some features 	<pre>subsect and subsect and s</pre>	pronouns	appropriate for	appropriate for the
	or events.		of written Standard	past progressive	appropriately for	formal speech and	level of formality
	or events.	-use the	English	verbs	clarity and cohesion	writing	mostly correctly,
		grammatical		Choosing nouns or	and to avoid	using the perfect	including speech
	To use past,	terminology in	-ensure sentences	pronouns	repetition	form of verbs to	♣using tenses
	present and future	English Appendix	make sense and	appropriately for	learning the	mark relationships	accurately
	forms accurately	2 in discussing	are coherent	clarity and cohesion	grammar for years 3	of time and cause	using the perfect
	when talking about	their writing		and to avoid	and 4 in English	using modal	form of verbs to
	events that have	-	-add ed to regular	repetition	Appendix 2	verbs or adverbs	mark relationships
	happened or are to	-ensure	past tense verbs	learning the	using of the forms	to indicate degrees	of time and cause
	happen in the future.	sentences start	and know some	grammar for years 3	a or an according to	of possibility	using modal
		to make more	irregular past	and 4 in English	whether the next	describing	verbs or adverbs
		sense.	tense verbs.	Appendix 2	word begins with a	settings,	to indicate degrees
					consonant or a vowel	characters and	of possibility



	 To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). use effectively opportunities taken from reading activities to link to concepts taught in SPaG. 	Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: -using synonyms for well know concepts, e.g. for big, small, *understanding how words combine to make sentences * joining words and joining clauses using and *use effectively opportunities taken from reading activities to link to concepts taught in SPaG.	Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: • using subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • using a range of synonyms, e.g. for warm, hot, wet, dry, nice, mean and linked antonyms • forming sentences with different forms: statement, question, exclamation, command •varying ways sentences are opened, e.g. prepositions • using expanded noun phrases to describe and specify [for example, the blue butterfly] -Show examples of opening sentences in different ways	 using the forms a or an according to whether the next word begins with a consonant or a vowel using and punctuating direct speech with synonyms for said use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <i>pupils should start to learn about some of the differences between Standard English and non-Standard English and non-Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</i> Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: using word families based on common words, showing how 	 using and punctuating direct speech with synonyms for said -use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. pupils should start to learn about some of the differences between Standard English and non- Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]. Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: using word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	atmospheres and integrates dialogue to convey characters and advance the action in narratives • learning the grammar for years 5 and 6 in English Appendix 2 Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: • using expanded noun phrases to convey complicated information concisely • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • extending a range of sentences with more than 1 clause by using a wider range of conjunctions, relative clauses	 understanding and using the subjunctive form using the present perfect verb form describing settings, characters and atmospheres and integrating dialogue to convey characters and advance the action in narratives learning the grammar for years 5 and 6 in English Appendix 2 using all types of determiners using passive verbs understanding present and past progressive. Pupils should be taught to: -develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated
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	 use effectively opportunities taken from reading activities to link to concepts taught in SPaG. words are related form and meaning [for example, solve, solution, solver, dissolve, insoluble a using conjunctions, adverbs and prepositions to express time, place and cause a extending the range of sentence with more than one clause by using a wider range of conjunctions, including when, if, because, although a using a range of further synonyms, e.g. for light, dark, happy, sad, loud, quiet and linked antonyms using a range of carefully selected adjectives, includire er and est. Use ly to turn adjectives into adverbs. developing an understanding of how root words carefully startin ausing different sentence forms 	 conjunctions, adverbs and prepositions to express time, place and cause extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using fronted adverbials using a wider range of further synonyms and antonyms, e.g. sharp, soft, old, new, angry, worried, excited using a range of adjectives, carefully selected including er and est. developing an understanding of how root words can change into different word classes, e.g. star, starry, starring, Using different sentence forms using continued expanded noun 	and subordinate clauses •using varied and rich vocabulary •using a vast range of synonyms and antonyms, e.g. round, flat, clean, dirty, wet, dry, angry, worried, excited -use 'ed', 'ing' and simile openers -use a range of adverbs from the Baguley Hall mat -use select conjunctions from the 5/6 school mat -be confident with past tense regular and irregular verbs •use effectively opportunities taken from reading activities to link to concepts taught in SPaG.	information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun extending a range of sentences with more than 1 clause by using a wider range of conjunctions, relative clauses and subordinate clauses using varied and rich vocabulary using fronted adverbials with commas using and confident in applying a varied range of more abstract synonyms and antonyms to writing, e.g. fresh, rotten, energetic, lazy, negative, positive, careful, daring -use a range of openers from ISPACE (ing, simile, preposition, adverb,
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		 phrases using synonyms for said -Use different openers including time, place and cause -use some of the ³/₄ conjunctions from the Baguley Hall mat character storyline. -Use different openers i time, place frequency cause -use all of connection baguley Hall mat 	nding of the and erent ncluding ce and / f the year ¾ ons from the Hall mat ectively ities taken ling to link to	conjunction and ed) -use a range of all types of adverbials from the Baguley Hall mat -use all conjunctions on the 5/6 mat -use all types of conjunctions from Baguley Hall mat •use effectively opportunities taken from reading activities to link to concepts taught in SPaG.
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Punctuation		indicate	indicate	indicate grammatical	indicate grammatical	indicate	indicate
(Refer to NC appendix 2.)		grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l'	grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by: Iearning 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)	 and other features and develop their understanding of the concepts set out in English Appendix 2 by: (using year 2 objectives, including full stops, capital letters, exclamation marks, question marks, question marks, commas for lists and apostrophes for contracted forms and the possessive, singular) using commas after fronted adverbials indicating possession by using the possessive apostrophe with single and plural nouns using an apostrophe for contracted forms punctuating direct speech 	 and other features and develop their understanding of the concepts set out in English Appendix 2 by: (using year 2 objectives, including full stops, capital letters, exclamation marks, question marks, question marks, commas for lists and apostrophes for contracted forms and the possessive, singular) using commas after fronted adverbials indicating possession by using the possessive apostrophe with single and plural nouns using an apostrophe for contracted forms punctuating direct speech 	grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by: using commas to clarify meaning or avoid ambiguity in writing and after fronted adverbials using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi- colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently	grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by: using commas to clarify meaning or avoid ambiguity in writing and after fronted adverbials using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi- colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list using ellipses punctuating bullet points consistently.
Use of terminology (Refer to NC appendix 2.)	♣To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard	 Pupils should try to use and understand the grammatical terminology in English Appendix 	♣Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply	♣Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply	 Pupils should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in 	 Pupils should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in



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English' is defined in the Glossary. letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	2 in discussing their writing. The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention	them correctly to examples of real language, such as their own writing or books that they have read. preposition, conjunction word family, prefix clause, subordinate clause direct speech	them correctly to examples of real language, such as their own writing or books that they have read. preposition, conjunction word family, prefix clause, subordinate clause direct speech	discussing their writing and reading. <i>Pupils should</i> continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their	discussing their writing and reading. <i>Pupils should</i> continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their
sentence punctuation, full stop, question mark,	pupils in the course of discussing their writing with them.	conjunction word family, prefix clause, subordinate clause	conjunction word family, prefix clause, subordinate clause	linguistic terms, including those to describe grammar, so that they can	linguistic terms, including those to describe grammar, so that they can
	compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			ambiguity	