

## EYFS Writing

- 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; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Key Stage 1 and 2

Transcription

Spelling - see English appendix 1

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- 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]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

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- 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
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include
- words using the GPCs, common exception words and punctuation taught so far
- spell correctly words from learning in previous year groups, and some words from the Year 3/4 spelling list,\* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words\*
- apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones
- use further prefixes and suffixes and understand how to add them to root words, such as 'super, anti, auto'
- recognise and use words from the same word families, understanding how prefixes and suffixes change the word class.
- indicate possession by using the possessive apostrophe with singular nouns and regular plurals
- use the first two or three letters of a word to check its spelling in a dictionary.
- can proof-read for spelling errors
- use further prefixes and suffixes and can add them to root words
- use the apostrophe for omission (contractions) and possession (singular and plural/regular and irregular nouns)
- recognise and spell further homophones
- spell correctly words from learning in previous year groups, and most words from the Year 3/4 spelling list,\* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum
- accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught
- use a dictionary to check the spelling of more uncommon or ambitious vocabulary

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- use a thesaurus for alternative word choices
- spell some words with silent letters
- use further prefixes and suffixes and understand and can add them to root words (applying the guidelines). Verbs using suffixes - ate, ise, ify  
Verbs using prefixes - dis, de, mis, over, re.
- continue to distinguish between homophones & other words often confused
- spell correctly most words from the Year 5/6 spelling list\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- use a thesaurus for alternative word choices
- revision of strategies to spell words

## Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- 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' (ie letters that are formed in similar ways) and to practise these
- use 'lead in lines' as a pre-cursive style. Start each letter at the line with a 'lead in' stroke
- 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 letters
- join most letters in a cursive style
- 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 down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

- write legibly and with increasing fluency, paying attention to size and spacing
- maintain the use of joined handwriting throughout independent writing
- write legibly, fluently and with increasing speed
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task
- maintain legibility in joined handwriting when writing at speed
- be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version

## Composition

- say out loud what they are going to write about
  - compose a sentence orally before writing it
  - sequence sentences to form short narratives
  - re-read what they have written to check that it makes sense
  - discuss what they have written with the teacher or other pupils
  - read aloud their writing clearly enough to be heard by their peers and the teacher
  - write narratives about personal experiences and those of others (real and fictional)
  - write about real events
  - write poetry
  - write for different purposes
  - plan or say out loud what they are going to write about
  - write down ideas and/or key words, including new vocabulary
  - encapsulate what they want to say, sentence by sentence
  - make simple additions, revisions and corrections to their own writing
  - evaluate their writing with the teacher and other pupils
  - re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear
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- write for a range of real purposes and audiences, beginning to develop an

- awareness of appropriate language and form (e.g. letter; report writing)
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- create settings, characters and plot in narrative
- in non-narrative material, use simple organisational devices such as headings and sub-headings
- use past and present tense mostly correctly (e.g. ran, wander)
- begin to use other verb forms (e.g. will go, have eaten)
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)
- proofread for spelling and punctuation errors
- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- create settings, characters and plot in narrative
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- develop character through description, actions and dialogue
- begin to make choices about using sentences of different lengths and types
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)
- proofread for spelling and punctuation errors
- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

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- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- can proofread for spelling and punctuation errors
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- 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 (e.g. literary language, characterisation, structure)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- can write and perform own poetry compositions using intonation, volume and movement for effect
- can use further organisational and presentational devices to structure text and guide the reader
- use a range of devices to build cohesion (e.g. repetition of word/phrase, layout devices such as bullet points, adverbials, ellipsis, conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- can maintain a convincing viewpoint throughout a piece of writing
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- can evaluate and edit by proof reading and making changes to vocabulary, grammar and spelling.

Vocabulary, Grammar and Punctuation

See [English appendix 2](#)

- develop their understanding of the concepts set out in [English appendix 2](#) by:
- leaving spaces between words
- joining words and joining clauses using 'and'
- 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 'I'

- learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English, [English appendix 2](#) in discussing their writing
- develop their understanding of the concepts set out in [English appendix 2](#), by:
- 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)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently, including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in [English appendix 2](#)
- some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing
- use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)
- use detail and vocabulary to interest and engage the reader
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though)
- use adverbs (e.g. often, quickly, very), use prepositions (e.g. next to, underneath, with) for cohesion and to add detail and express time and cause
- can begin to identify main and subordinate clauses
- can use the present perfect form of verbs in contrast to the past tense
- can recognise and use the determiners 'a', 'an' and 'the' appropriately
- use and understand the range of grammar for Year 3 in [English appendix 2](#)
- can proof-read for punctuation errors
- use speech punctuation correctly most of the time
- use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after fronted adverbials; use of apostrophe)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- can recognise the difference between a clause and a phrase, and use them appropriately
- use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)
- begin to independently use punctuation and sentence constructions to show the

- difference between formal and informal writing (e.g. contractions in speech)
- begin to identify relative pronouns and how to use them in writing (who, which, that)
  - use expanded noun phrases to convey complicated information concisely
  - use commas to clarify meaning or avoid ambiguity in writing
  - use modal verbs and adverbs to indicate degrees of possibility
  - correctly use commas in list
  - begin to use embedded clauses
  - can use the perfect form of verbs
  - using relative clauses beginning with who, which, where, when, whose, that or with (i.e. omitted) relative pronoun
  - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)
  - use verb tenses consistently and correctly throughout their writing
  - use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
  - use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
  - use and understand the range of grammar for Year 6 in [English appendix 2](#) accurately and appropriately.



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