



Westleigh Methodist Primary School

Writing Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Early Years Foundation Stage

Educational Programme

Literacy

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Physical Development

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goal

Literacy ELG:

ELG: Writing

Children at the expected level of development will:

- 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.

Physical Development ELG:

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

National Curriculum

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Subject Content

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.


Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [glossary](#) is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken language

Speaking and Listening is vital and runs throughout all aspects of writing.

Pre-School Nursery - Writing

		Key Vocabulary
By the end of Autumn Term	<ul style="list-style-type: none"> • Randomly scribble on the page, sometimes with both hands. • Begin to balance when sitting. • Make connections between my actions and the marks being made. • Hold mark making equipment using the palmer grip. • Control the marks on the page. • Distinguish between the different marks I make. 	mark sign symbol draw name copy letter
By the end of Spring Term	<ul style="list-style-type: none"> • Turn pages in a book. • Control equipment like a jug and show increasing control over tools like pencils and crayons. • Use a range of tools to make marks and show an interest in my own marks and others marks. • Start to write some or all of their name. • Start to write some identifiable letters within their name. 	
By the end of Summer Term	<p>Handwriting</p> <ul style="list-style-type: none"> • Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. • Use tools for mark making with control. • Grip using five fingers or preferably two fingers and thumb for control. • Use pincers, tweezers and threading equipment with increasing control and confidence. • Copy shapes, letters and pictures.  <p>Composition</p> <ul style="list-style-type: none"> • Tell an adult what they have drawn or painted. • <i>Use some of their print and letter knowledge in their early writing.</i> <i>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (5 term)</i> • <i>Write some or all of their name.</i> • <i>Write some letters accurately</i> - mostly identifiable letters within their name. <p>Spelling</p> <ul style="list-style-type: none"> • Identify sounds from their own name in other words. • Ascribe meaning to other marks, like on signage. • Start to write some identifiable letters when labelling. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Recognise a capital letter at the start of a name. 	

Reception - Writing

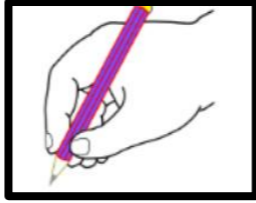
By the end of Autumn Term

- Handwriting**
- Form recognisable letters (Set 1).
- Composition**
- Write their first name correctly.
 - Use some identifiable letters (Set 1) to communicate meaning and use them to write words, captions, sentences and labels.
- Spelling**
- Spell words by identifying the sounds and then writing the sound with letter/s (Set 1).
 - Segment and blend the sounds in simple words and name sounds (Set 1).
 - Spell 'Tricky Red Words' from Read, Write, Inc Red Books mostly correctly.
- Grammar and Punctuation**
- Recognise a capital letter at the start of a name and a sentence.

Key Vocabulary

- mark
- sign
- symbol
- draw
- name
- copy
- letter
- alphabet
- lowercase
- finger space
- above
- below
- base line
- capital letter
- number
- word
- label
- caption
- sentence
- full stop
- story
- beginning
- middle
- end
- sequence
- phoneme
- grapheme
- letter names
- letter sounds
- initial sounds
- digraph
- trigraph
- split digraph
- word
- segment
- blend
- syllable
- tricky words

By the end of Spring Term




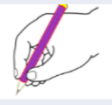
- Handwriting**
- Form recognisable letters (Set 1).
 - Sit on a chair with a straight back and my feet on the floor.
 - Control finer tools when playing with dough.
 - Use a tripod grasp.
 - Form lower-case and capital letters correctly.
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- Composition**
- Write their first name and surname correctly with a capital letter for each.
 - Use mostly correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels.
 - Begin to rehearse what to write orally before writing.
 - Begin to independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop mostly correctly (Phase 2 and Phase 3).
 - Begin to sequence sentences in a story.
 - Read back their writing.
 - Re-read what they have written to check that it makes sense.
- Spelling**
- Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2 and Phase 3).
 - Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3).
 - Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly.
- Grammar and Punctuation**
- Mostly use full stops and capital letters in the correct places.

By the end of Summer 1


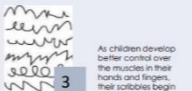
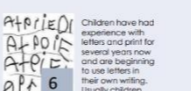
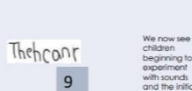
Early Learning Goal

- ELG: Writing**
- Children at the expected level of development will:
- 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.

The stages of grip development

16-26 months	22-36 months	30-50 months	40-60 months
			
Fisted Grasp and Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	Palmer Grasp and Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.	Five finger Grasp and Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Tripod Grasp (Three finger) Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

The stages of writing development for reference

16-26 months	22-36 months	30-50 months	40-60 months
			
This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the point, the squishy-ness of the clay.	As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Loops may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger. We now see random letters and letter strings.	Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "stand-alone letters" by copying familiar letter shapes, and will often assume that their copied letter must be read because it looks like other letters they have seen. We now see letter strings, letter groups and print from the environment.	We now see children beginning to experiment with sounds and the initial sounds of words represented. Then more consonant sounds are represented. We then see inventive spelling including vowels. Finally we have transitional writing with better attempts and spelling and some use of punctuation.

2-3 year olds 3-4 year olds Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Development Matters	Development Matters	Development Matters/ELG	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
Genres					<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) G Spiritual writing about real events G writing poetry G Spiritual writing for different purposes G 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar R 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar R 	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed A identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own A 	<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed R identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own A
Composition	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. G 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. G 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. R Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. A Re-read what they have written to check that it makes sense. G 	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils R Social saying out loud what they are going to write about A composing a sentence orally before writing it A re-reading what they have written to check that it makes sense A sequencing sentences to form short narratives G 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about A writing down ideas and/or key words, including new vocabulary A encapsulating what they want to say, sentence by sentence A evaluating their writing with the teacher and other pupils A Social re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form A proof-reading to check for errors in spelling, grammar and punctuation A 	<ul style="list-style-type: none"> discussing and recording ideas R composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures R in non-narrative material, using simple organisational devices (headings and subheadings) A organising paragraphs around a theme/as a way to group related material A assessing the effectiveness of their own and others' writing and suggesting improvements A Social proposing changes to grammar and vocabulary to improve consistency A proof-read for spelling and punctuation errors A in narratives, creating settings, characters and plot G 	<ul style="list-style-type: none"> discussing and recording ideas R proof-read for spelling and punctuation errors R assessing the effectiveness of their own and others' writing and suggesting improvements R Social composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures A use of paragraphs around a theme A in non-narrative material, using simple organisational devices (headings and subheadings) A proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences A in narratives, creating settings, characters and plot G 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary R proofread for spelling and punctuation errors R assessing the effectiveness of their own and others' writing R Social selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning A using further organisational and layout devices to structure text and to guide the reader A proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning A ensuring the consistent and correct use of tense throughout a piece of writing A using a wide range of devices to build cohesion within and across paragraphs G ensuring correct subject and verb agreement when using singular and plural A using further organisational and layout devices to structure text and to guide the reader A precising longer passages G using a wide range of devices to build cohesion within and across paragraphs G 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary R assessing the effectiveness of their own and others' writing R Social proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning R selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning A in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action A ensuring the consistent and correct use of tense throughout a piece of writing A ensuring correct subject and verb agreement when using singular and plural A using further organisational and layout devices to structure text and to guide the reader A precising longer passages G using a wide range of devices to build cohesion within and across paragraphs G 	
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Rhyme, print, letter	Check, make sense, re-read, understand, sentence, finger space	sentence, sequence, beginning, middle, end, order, events, fiction, non-fiction, narrative, setting, characters, vocabulary, alliteration	genre, purpose, fiction, non-fiction, plan, plot, plot points, layout, paragraph, draft, proof-read, evaluate, edit, error, onomatopoeia	genre, purpose, construct, rehearse, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), headings, sub-headings, paragraph, theme, sections, proof-read, evaluate, edit, simile	genre, purpose, compose, effective, technique, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), organisational device, headings, sub-headings, paragraph, proof-read, evaluate, edit, simile, metaphor	genre, purpose, synopsis, protagonist, antagonist, craft, layout device, structure, cohesion, agreement, register, proof-read, evaluate, edit, simile, metaphor, personification	genre, purpose, intent, synopsis, protagonist, antagonist, précis, coherence, layout device, structure, formality, register, impact, proof-read, evaluate, edit, assess, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron	

Perform				<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. A Spiritual 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear A Spiritual 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear G Spiritual 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear G Spiritual 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A Spiritual 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A Spiritual
				Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
				aloud, listener, rhyme, poem, repeat, chant, alliteration	type, purpose, perform, recite, repertoire, intonation, voice, onomatopoeia	forms, purpose, prepare, rehearse, audience, pitch, tone, volume, actions, verse, structure	poetic form, purpose, dynamics (volume), facial expression, body language	poetic form, purpose, amplify, stanza, rhyme scheme, rhythm, subject matter, gesture	poetic form, purpose, intent, prose, cadence, non-verbal communication, pace
Grammar (linked to Appendix 2)				<ul style="list-style-type: none"> joining words and joining clauses using <i>and</i> A 	<ul style="list-style-type: none"> expanded noun phrases for description and specification R use of progressive form of verbs in present and past tense R the consistent use of present and past tenses consistently R sentences with different forms: statement, question, exclamation, command A subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) A some features of written Standard English G formation of nouns using suffixes (e.g. <i>-ness</i>, <i>-er</i>) and by compounding (e.g. <i>whiteboard</i>, <i>superman</i>) G formation of adjectives using suffixes (e.g. <i>-ful</i>, <i>-less</i>) G use of the suffixes (e.g. <i>-er</i>, <i>-est</i>) in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs G 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the simple past tense R extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> A expressing time, place and cause using conjunctions, adverbs or prepositions A form nouns using prefixes (e.g. <i>super-</i>, <i>anti-</i>, <i>auto-</i>) G use the correct form of <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel G word families based on common words, showing how words are related in form and meaning (<i>solve</i>, <i>solution</i>, <i>dissolve</i>, <i>insoluble</i>) G 	<ul style="list-style-type: none"> appropriate choice of pronoun or noun to aid cohesion and avoid repetition R noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases A using fronted adverbials A using conjunctions, adverbs and prepositions to express time and cause (and place) A extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> G the grammatical difference between plural and possessive <i>-s</i> G Standard English forms of verb inflections (e.g. <i>I did</i> vs <i>I done</i>) G 	<ul style="list-style-type: none"> use a thesaurus R using expanded noun phrases to convey complicated information concisely R converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>) R verb prefixes (e.g. <i>dis-</i>, <i>mis-</i>) R using modal verbs or adverbs to indicate degrees of possibility A using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun G devices to build cohesion, including adverbials of time, place and number to link ideas across paragraphs G using the perfect form of verbs to mark relationships of time and cause G 	<ul style="list-style-type: none"> use a thesaurus R using passive verbs to affect the presentation of information in a sentence A the difference between structures that are appropriate for formal speech and writing, including subjunctive forms G Social difference in vocabulary typical of informal and formal speech/writing G Social how words are related by meaning as synonyms and antonyms G linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase G
				Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
				sentence, join, co-ordinating, conjunction	noun, phrase, adjective, description, expanded noun phrase, comma verb, tense (simple present, simple past, progressive/continuous) sentence, form, statement, question, exclamation, command, simple sentence, compound sentence, co-ordination, complex sentence, subordination, conjunction, Standard English, root word, prefix, suffix, singular, plural, noun, compound word, noun phrase, adjectives, comparative, superlative, adverbs	verb, tense (simple present, simple past, present perfect tense), clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-ordinating, subordinating, main clause, subordinate clause adverb, how, where, when, preposition, position, determiner, vowel, consonant, root word, prefix, suffix, word family	appropriate, pronoun, noun, cohesion, repetition, phrase, modify, noun phrase, prepositional phrase, position, fronted adverbial, manner, place, time, conjunction, adverb, preposition, position, clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-ordinating, subordinating, main clause, subordinate clause	synonym, antonym, phrase, noun phrase, expanded noun phrase, root word, prefix, suffix, affixes, base word, modal verb, possibility, certainty, subordinate clause, relative clause, embedded, omitted, relative pronoun, device, cohesion, adverbial, perfect form/tense	synonym, antonym, connotation active verb, passive verb, subject, object, formal, informal, register, subjunctive form, mood, hypothetical situation, cohesion

							plural, singular, possessive, verb, inflection		
Punctuation (linked to Appendix 2)			<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. G 	<ul style="list-style-type: none"> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' A beginning to demarcate sentences using a capital letter and a full stop A beginning to demarcate sentences using a question mark or exclamation mark G 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) G 	<ul style="list-style-type: none"> introduction to inverted commas to punctuate direct speech G 	<ul style="list-style-type: none"> use of commas after fronted adverbials A use of apostrophes to mark singular and plural possession G use of inverted commas and other punctuation to indicate direct speech G 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity G using brackets, dashes or commas to indicate parenthesis G 	<ul style="list-style-type: none"> the use of ellipsis R punctuating bullet points consistently to list information R using hyphens to avoid ambiguity G using semicolons, colons or dashes to mark the boundary between independent clauses G using a colon to introduce a list and use of a semi- colon within lists G
			Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
			capital letter, full stop, sentence	capital letter, full stop, sentence, statement, question mark, exclamation mark, proper noun, personal pronoun	capital letter, full stop, sentence, statement, question mark, exclamation mark, apostrophe, possessive/possession, singular, plural, contraction, comma, conjunction	speech marks, inverted commas, direct speech, dialogue	comma, demarcate, fronted adverbial, apostrophe, possessive/possession, singular, plural, inverted commas, direct speech, indirect/reported speech, dialogue	clarify, ambiguity, uncertainty, demarcate, bracket, dash, pair, parenthesis	ellipsis, bullet point, hyphen, ambiguity, demarcate, semi-colon, colon, dash, boundary, independent (main) clause, subordinate clause
Transcription	Spelling See English Appendix 1: Spelling for further break down of statutory requirements and guidance		<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. G 	<ul style="list-style-type: none"> name the letters of the alphabet in order R using letter names to distinguish between alternative spellings of the same sound R spell the days of the week A using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs A using the prefix un– A write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. A spell words containing each of the 40+ phonemes taught G spell common exception words G using the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words G 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly R 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 R write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. R distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) A add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly G learning to spell common exception words G learning to spell more words with contracted forms G apply spelling rules and guidelines from Appendix 1 G 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them R write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. R use the first 2 or 3 letters of a word to check its spelling in a dictionary A spell further homophones G spell words that are often misspelt (Appendix 1) G place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals G 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them R use dictionaries to check the spelling and meaning of words R use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary R continue to distinguish between homophones and other words which are often confused A use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 G 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them R use dictionaries to check the spelling and meaning of words R continue to distinguish between homophones and other words which are often confused A use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 G 	

					<ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1 G 													
											Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
											phoneme, grapheme, letters, alphabet, special friends, word	phoneme, grapheme, letters, alphabet, digraph, trigraph, split digraph, word, segment, blend, consonant, vowel syllable, adjacent, alternative, pronunciation, tricky words	:root word, prefix, suffix, compound word, homophone, silent letter, singular, plural, contractions, apostrophe, possession, exception	root word, prefix, suffix, origin, syllable, stressed, unstressed, regular, irregular	root word, prefix, suffix, etymology, morphology, morpheme, inflection, modify	root word, prefix, suffix, affixes, base word, silent letter, homograph	root word, prefix, suffix, affixes, base word, derivational, inflectional, hyphen	
Transcription	Handwriting		<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. R Enjoy drawing freely. R Add some marks to their drawings, which they give meaning to. For example: "That says mummy." A Make marks on their picture to stand for their name. G 	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD as well) R Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (PD as well) A Write some or all of their name. G Write some letters accurately G 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. G Write recognisable letters, most of which are correctly formed; A 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly R begin to form lower-case letters in the correct direction, starting and finishing in the right place R form capital letters R form digits 0-9 R leaving spaces between words R understand which letters belong to which handwriting 'families' and to practise these G 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters R use spacing between words that reflects the size of the letters. R form lower-case letters of the correct size relative to one another A 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 un-joined G 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters R increase the legibility, consistency and quality of their handwriting (ensuring downstrokes are parallel and equidistant) A 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting (lines spaced, ascenders/descenders not touching) R understand which letters, when adjacent to one another, are best left un-joined A 	<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 R choosing the writing implement that is best suited for a task A 	<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 R choosing the writing implement that is best suited for a task R 							
												Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
												Letter, print, draw, marks,	Letter, name, grip, control,	Letter, lower case, upper case, form, correctly, finger space	digit, capital letter, lower-case, direction, ascender, descender, length, finger space	orientation, lower-case, ascender, descender, diagonal, horizontal, strokes, adjacent, un-joined, join, lead-in, hook, cursive,	downstroke, diagonal, parallel, equidistant	legibility, consistency, adjacent