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| EYFS | <p>In the Early Years the progression in Writing is taken from the EYFS statutory framework and Development Matters.</p> <p>The most relevant statements for Reading are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Literacy – Writing • Fine motor skills | |
| Nursery | Physical development | Writing |
| | <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. | <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy • Write some or all of their name • Write some letters accurately |
| Reception | <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Uses a more consistent pencil grip (tripod grip) | <ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop • I can spell some HFWs with accuracy • I can join words and clauses using and • Re-read what they have written to check that it makes sense |
| ELGs | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. |

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| | Transcription spelling | Transcription handwriting | Transcription composition | Writing: vocabulary, grammar and punctuation |
| Year 1 | <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught (use English appendix 1) Segment spoken words into phonemes, spelling some words correctly and making phonically-plausible attempts at others. • Spell common exception words - English appendix 1 • Spell the days of the week • Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound • Use the spelling rule for adding -s or -es as the plural marker for nouns [for example, dog, dogs; wish, wishes], and the third person singular marker for verbs (for example – she waits, she watches) • Use the spelling rule for the prefix un- • Use the spelling rule for the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words for example helping, helped, helper, eating, quicker, quickest • Spell words • Apply simple spelling rules and guidance as listed within English appendix one • Write from memory simple dictated sentences include words using GCPS and the common expectation words taught so far | <ul style="list-style-type: none"> • Sit correctly at a table, hold a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place, going the right way round, correctly orientated • Have clear ascenders (tall letters) and descenders (tail letters) • Form lower-case letters of the correct size relative to one another in some of their writing • Form capital letters and digits 0 – 9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these | <ul style="list-style-type: none"> • Saying out loud what they are going to write about and composing a sentence orally before writing it • Write captions, producing own ideas for writing • Sequencing sentences to form short narratives and other simple texts such as lists, stories, reports and recounts • Re-reading what they have written to check that it makes sense • Use appropriate vocabulary (coherent and sensible) in more than three statements • Discussing what they have written with the teacher or other pupils • Reading aloud their writing clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> • Understanding the regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Understanding the suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper • Understanding the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat • Understanding the terms ‘singular’ and ‘plural.’ • Joining words, clauses, thoughts and ideas using <i>and</i> • Leaving spaces between words • 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, days of the week and the personal pronoun ‘I’ • Using and understanding the grammatical terminology in English Appendix 2 for Stage 1 in discussing their writing: letter, capital letter word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark |

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| Year 2 | <ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling including a few common homophones. • Spell common exception words- <i>see English appendix 1.</i> • Spell more words with contracted forms and the possessive apostrophe (singular) • Distinguish between homophones and near homophones. • Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidelines as listed in English Appendix one • Write from memory simple dictated sentences including the words using the GPC's, common expectation words and punctuation taught so far | <ul style="list-style-type: none"> • Form lower-case letters to the correct size relative to one another. • Use the diagonal and horizontal strokes needed to join some letters and understand which letters, when adjacent to one another, are best left un-joined. • 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 | <ul style="list-style-type: none"> • Consider what they are going to write by: • Planning/saying what they are going to write about. • Writing down ideas/key words/new vocab. • Encapsulating/summarising ideas sentence by sentence. • Develop positive attitudes towards and stamina for writing by: • Writing simple, coherent narratives about personal experiences and those of others (real and fiction). • Writing about real events recording simply and clearly (e.g. diary, recount, newspaper report). • Writing poetry. • Writing for different purposes (e.g. to persuade, to inform, to entertain) and matching organisation to purpose. • Make simple additions, revisions and corrections to their writing by: • Evaluating writing with others. • Re-reading to check that it makes sense and that verbs to indicate time are used correctly and consistently, including g verbs in the continuous form. • Proof-reading spelling, grammar and punctuation. Use new vocabulary learnt from reading | <ul style="list-style-type: none"> • Learn how to use and apply Y2 Grammar – English appendix 2: • Using suffixes to form nouns (-ness, -er) and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Using suffixes –er and –est in adjectives and the using –ly to turn adjectives into adverbs. • Learn how to use subordination using when, if, that, because and co-ordination using or, and, but • Learn how to use expanded noun phrases to describe and specify e.g. the blue butterfly and apply to extended writing. • Learn how to use sentences with different forms: statement, question, exclamation, command. • Learn how to use the present and past tenses correctly and consistently including in the progressive form (e.g. she is drumming, he was shouting) • Learn how to use some features of written Standard English. • Learn how to use familiar and new punctuation correctly including: • Full stops • Capital letters • Question marks/exclamation marks • Commas for lists, • Apostrophe for contracted forms /Apostrophes for possession (singular e.g. the girl's name)-<i>English Appendix 2</i> |

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| | | | <p>to make writing lively and interesting.</p> <ul style="list-style-type: none">• Read aloud what they have written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none">• Using and understanding the grammatical terminology in English Appendix 2 for Stage 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma. |
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| Year 3 | <ul style="list-style-type: none"> • Spell words which use prefixes and suffixes and understand how to add them related to the spelling rules • Spell homophones • Spell most words that are often misspelt – English Appendix 1 • Place the possessive apostrophe accurately in order to spell words with regular plurals (for example girls', boys') and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary linked closely to Stage 3 vocabulary. • Write from memory simple sentences, some of which can be dictated by the teacher, that include words (including spellings) and punctuation taught so far. | <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined • . Increase the legibility, consistency and quality of their handwriting [by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <ul style="list-style-type: none"> • Plan their writing by: discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and plans LKS2</i>); discussing and recording ideas. • Draft & write by composing & rehearsing sentences orally including dialogue, progressively building a varied & rich vocabulary & an increasing range of sentence structures. • *Begin to use interesting and ambitious vocabulary. • Organise paragraphs around a theme - extend and develop ideas logically in sequenced sentences within the paragraph. • In narratives, create settings, characters and plot-using adjectives and adverbs for description. • In non-narrative material, using simple organisational devices such as headings and sub-headings. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • ☐ Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear | <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although and apply to extended writing. • Beginning to use the present perfect form of verbs in contrast to the past tense e.g. 'He has gone out to play.' In contrast to, 'He went out to play. • Beginning to choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc) • Using conjunctions, adverbs and prepositions to express time and cause: • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]. • Introducing the use of fronted adverbials including the use of commas. • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]. • Using the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding and using word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding and indicating correctly possession by using the possessive apostrophe with singular nouns and regular plurals within pieces of writing. • Children should place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. |

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| | | | | <ul style="list-style-type: none">• Using inverted commas to punctuate direct speech / beginning to identify main clauses• Using and understanding grammatical terminology in English Appendix 2 for Stage 3 in discussing their writing : Word family, identify prepositions, conjunctions, prefixes, clauses and inverted commas ,consonant, consonant letter vowel, vowel letter |
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| Year 4 | <ul style="list-style-type: none"> Further spell words which use prefixes and suffixes and understand how to add them related to the spelling rules Spell further homophones Spell words that are often misspelt. Place the possessive apostrophe accurately in order to further spell words with regular plurals (for example girls', boys') and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary linked closely to Stage vocabulary. Write from memory simple sentences that include words and punctuation taught so far. | <ul style="list-style-type: none"> Further use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <ul style="list-style-type: none"> Plan writing for a range of styles, genres and audiences by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and planning scaffolds LKS2</i>). Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures- Select from a range of known adventurous vocabulary for a purpose. Organise paragraphs using a wider range of connectives to connect ideas (although, never the less, despite, as well as, etc.) across the whole piece of writing linked to a theme, structuring ideas clearly. In narratives, create settings, characters and plot, selecting interesting strategies to move a piece of writing forward. In non-narrative material, extend the use of simple organisational devices such as headings and sub-headings. Increase ability to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Increase ability to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for a greater range of spelling and punctuation errors. Read aloud a wider range of own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear | <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions and apply to extended writing. Confidently use the present perfect form of verbs in contrast to the past tense e.g. 'He has gone out to play.' In contrast to, 'He went out to play. Confidently choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc) Further using conjunctions, adverbs and prepositions to express time and cause. *Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]; Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Apply the above to extended writing. Using fronted adverbials confidently followed by commas [for example, later that day, I heard the bad news. Using and understanding Standard English forms of verb inflections instead of local spoken forms e.g. we were instead of we was, I did instead of I done. Beginning to identify main clause and subordinate clauses. Understanding that noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to, 'the strict maths teacher with curly hair.' Apply to extended writing. |

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| | | | | <ul style="list-style-type: none">• Understanding and indicating correctly possession by using the possessive apostrophe with singular nouns and regular plurals within pieces of writing.• Children to understand grammatical difference between plural and possessive –s• Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted comma. Apply to extended writing.• Using and understanding grammatical terminology in English Appendix 2 for Stage 4 in discussing their writing: Children to identify and explain within their writing: Determiner Pronoun, possessive pronoun, adverbial. |
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| Year 5 | <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell correctly many words from the year 5 / year 6 spelling list including words with silent letters e.g knight, psalm, solemn • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words and use a thesaurus. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | <ul style="list-style-type: none"> • Write legibly, fluently 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. • Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. | <ul style="list-style-type: none"> • Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models. • Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary. • Begin to plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed. • Children to plan to use a range of narrative techniques with confidence e.g. developing and describing characters, atmosphere and settings, action, dialogue, formal or informal style, suspense based on what they have read, listened to or seen performed • Draft and write by: selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. • Use literary features for effects such as alliteration, onomatopoeia, figurative language, dialect, metaphor and simile. • Draft and write by: use paragraphs to organise ideas and use a range of devices to build cohesion within paragraphs (<i>e.g. then, after, that, this, first, although, never the less, despite, as well as, consequently</i>) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). • Draft and write by: using organisational and presentational devices to structure text and to guide the reader such as headings, subheadings, bullet points, underlining, | <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) • Verb prefixes e.g. dis-, de-, mis-, over- and re-) • Using and understanding relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (e.g. perhaps, surely). • Using the perfect form of verbs to mark relationships of time and cause • (Present perfect- I have / Past perfect – he had / future perfect – he will have) • Using commas to clarify meaning or avoid ambiguity in writing. • Using capital letters, full stops, question marks, commas for lists, apostrophes for contractions, brackets, dashes or commas to indicate parenthesis. • Using and understanding the grammatical terminology in English Appendix 2 for Stage 5 in discussing their writing: Children to identify and explain within their writing -modal verb, relative pronoun /relative clause, parenthesis, bracket, dash, cohesion, ambiguity. |

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| | | | <p>parenthesis, introduction providing context, bibliography.</p> <ul style="list-style-type: none"> • Evaluate and edit by: assessing the effectiveness of their own writing. • Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects. • Select from a range of imaginative and ambitious vocabulary. • Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing. • Ensure correct tense and subject-verb agreement (Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural) when using singular & plural. • Begin to use appropriate informal and formal styles (e.g. colloquial and Standard English). • Proof-read for spelling and punctuation errors | |
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| | Transcription spelling | Transcription handwriting | Transcription composition | Writing: vocabulary, grammar and punctuation |
| Year 6 | <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidelines for adding them Spell correctly all words from the year 5 / year 6 spelling list including words with silent letters. Continue to distinguish between further homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically, as listed in English Appendix 1. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary and to check the meaning of words. Use a thesaurus. Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. | <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. | <ul style="list-style-type: none"> Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own. Plan effectively 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). Plan their writing by: noting and developing initial ideas, drawing on wider reading and research where necessary. Plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. E.G Using stylistic features to create effect within a text e.g. rhetorical questions, repetition, figurative language, metaphor, simile, alliteration, elaboration). Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue, with the correct punctuation, to convey character and advance the action. (Open and close writing in interesting, unusual or dramatic ways, when appropriate. Sustain a convincing viewpoint throughout a piece of writing e.g. authoritative, convincing portrayal of character, opposing opinions, etc). Draft and write by: précising longer passages – Narrow down/ sum up a longer passage into the most key parts. Use expanded noun phrases to convey complicated information concisely. Draft and write by: Linking ideas across paragraphs using a wider range of cohesive devices: repetition | <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter. The use of question tags: He’s your friend, isn’t he?.,]. Demonstrate the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Using passive verbs to affect the presentation of information in a sentence. [For example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Using mostly correctly hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]. Using mostly correctly semi-colons, or dashes and brackets to show parenthesis and colons to mark boundaries between independent clauses Uses a colon to introduce a list. Punctuating bullet points consistently. Using ellipses. Using and understanding the grammatical terminology in English Appendix 2 for Stage 6 in discussing their writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, |

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| | | | <p>of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence].</p> <ul style="list-style-type: none"> • Draft and write by: using further organisational and presentational devices to structure text and to guide the reader such as headings, subheadings, bullet points, underlining, parenthesis, introduction providing context, footnote, bibliography, layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Evaluate and edit by: assessing the effectiveness of their own and others' writing • Show confident and established 'voice' throughout a piece of writing. • Evaluate and edit by: proof reading and proposing changes to vocabulary/spelling, grammar and punctuation to enhance effects and clarify meaning • Evaluate & edit by: continue to ensure correct tense and subject-verb agreement (Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural) when using singular & plural. • Distinguish between the language of speech & writing and chose the appropriate register (Children need to choose and understand the appropriate level of formality within their writing based on their audience - e.g. text messages 'soz' as opposed to 'I apologise'. Use of formal or informal register) • Proof-read for spelling and punctuation errors. • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. | |
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