

| Year group | Composition | VGP | Spelling | Handwriting | Text types |
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| EYFS | <p><u>Literacy - Writing</u></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. <p><u>Literacy – Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p><u>Expressive arts and design -Being imaginative</u></p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and teachers. - Perform songs, rhymes, poems and stories with others. <p><u>Expressive arts and design – Creating with materials.</u></p> <ul style="list-style-type: none"> - Make use of materials when role playing characters in narrative and stories. | <p><u>Communication and Language - Speaking</u></p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their own ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and by making use of conjunctions with modelling and support from the teacher. | <p><u>Literacy</u></p> <ul style="list-style-type: none"> - Spell words by identifying the sounds and then writing the sounds letter/s. - Write short sentences with words with the known letter sound correspondence, using a capital letter and a full stop. | <p><u>Physical Development</u></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><u>Literacy</u></p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. | <ul style="list-style-type: none"> - Retelling familiar stories. - Poetry - Descriptions of Characters - Letter - Postcard - Label - Recipe/ instructions |
| Year 1 | <ul style="list-style-type: none"> - Compose sentences orally before writing; talk about where the sentence begins and ends. - Attempt to write appropriately to the task. - Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. - Compose orally and write simple poems. - Re-read writing to check it makes sense. - Discuss own writing with others; make simple changes where suggested. | <ul style="list-style-type: none"> - Write sentences or sentence-like structures which can be clearly understood. - Often use 'and' to join words and clauses. - Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. - Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Sometimes include adjectives for description. - Begin to use some features of Standard English e.g. I did. | <ul style="list-style-type: none"> - Write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. - Spell most common exception words in the YR 1 spelling appendix. - Recognise and spell a set of simple compound words. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. - Name the letters of the alphabet in order. | <ul style="list-style-type: none"> - Most letters are correctly formed and orientated, including lower case, capital letters and digits (there may be some inconsistency in size). - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly. | <ul style="list-style-type: none"> - Retelling familiar stories - Recount - Poetry - Description of character - Non-fiction explanatory text - Letter (informal) - Recipe/ instructions |

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| <p>Year 2</p> | <ul style="list-style-type: none"> - Compose sentences orally. Use the drafting process to gather and write down ideas and key words. - Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. - Write about real events, maintaining form and purpose. - Compose orally and write poetry in a variety of forms. - Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. | <ul style="list-style-type: none"> - Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. - Co-ordinate sentences using and, or, but. - Sometimes use subordination e.g. when, if, because. - Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. - Use apostrophes to mark singular possession e.g. Mark's football. - Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. - Identify word classes: noun, adjective, verb and adverb. - Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. - Use appropriate features of Standard English. | <ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar words and GPCs. - Spell common decodable two and three syllable words which include familiar graphemes. - Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. - Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. - Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. - Spell many common contractions accurately e.g. it's, can't, didn't. | <ul style="list-style-type: none"> - Holds pencil correctly. - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Spacing is appropriate to the size of letters. - Some letters are joined correctly (as detailed in Letter Join). | <ul style="list-style-type: none"> - Narrative - Descriptions of setting and character - Diary entry - Non-chronological report - Non-fiction explanatory text - Poetry - Persuasive text - Letter (informal) - Instructions |
| <p>Year 3</p> | <ul style="list-style-type: none"> - Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. - Write to suit purpose, and show some features of the genre being taught. - Create chronological narratives; write in sequence. Write simple beginning, middle, ending. - With scaffold, organise sections broadly, within a theme. - Use headings and subheadings to aid presentation. - Describe characters, settings and /or plot in a simple way, with some interesting details. - Evaluate own and others' writing, with direction; re-read and check own writing; make changes. | <ul style="list-style-type: none"> - Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. - Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. - Identify and use a range of prepositions. - Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks. - Use commas to separate items in lists. - Identify direct speech. Begin to use inverted commas for direct speech. - Consolidate knowledge of word classes: noun, adjective, verb, adverb, conjunction. - Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. - Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. | <ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. - Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. - Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. - Write words spelt ei, eigh or ey e.g. vein, weight, obey. - Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry/bury; break/brake; here/hear. - Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. - Spell some words from the YR 3-4 statutory word list (as detailed in No Nonsense Spelling). | <ul style="list-style-type: none"> - Writing is legible. - Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. - Writing is usually spaced sufficiently so that ascenders and descenders do not meet. - Appropriate letters are joined, according to the school's handwriting approach (as detailed in Letter Join). | <ul style="list-style-type: none"> - Narratives - Persuasive text - Descriptions of characters and settings - Letter - Diary entry - Poetry - Instructions - Recount - Non-chronological report |

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| <p>Year 4</p> | <ul style="list-style-type: none"> - Discuss and develop initial ideas in order to plan and draft before writing. - Write to suit purpose and with a growing awareness of audience, using some appropriate features. - Organise writing into sections or paragraphs, including fiction and non-fiction. - Appropriately use a range of presentational devices, including use of title and subheadings. - Use dialogue (although balance between dialogue and narrative may be uneven). - Describe characters, settings and plot, with some interesting details. - Evaluate own and others' writing; proof read, edit and revise. | <ul style="list-style-type: none"> - Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. - Use a variety of conjunctions to join words and sentences e.g. or, but, if, because, when, although. Use time conjunctions. - Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... - Use expanded noun phrases and adverbial phrases to expand sentences. - Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks. - Use commas to separate items in lists, and for fronted adverbials. - Use inverted commas accurately for direct speech. - Identify the correct determiner e.g. a, an, these, those. - Usually use the past or present tense consistently. - Use 1st/3rd person consistently. | <ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. - Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. - Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes – sion, -ous, -cian and -ly e.g. completely, basically. - Write words spelt ch e.g. scheme, chemist, chef. - Spell most homophones in the YR 3-4 spelling appendix e.g. accept/except; scene/seen. - Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. - Spell the majority of words from the YR 3-4 word list (as detailed in No Nonsense Spelling). | <ul style="list-style-type: none"> - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Writing is spaced sufficiently so that ascenders and descenders do not meet. - Appropriate letters are joined consistently. | <ul style="list-style-type: none"> - Narratives - Descriptions of characters and settings - Poetry - Diary entry - Non-chronological report - Biography - Persuasive text |
| <p>Year 5</p> | <ul style="list-style-type: none"> - Discuss and develop initial ideas in order to plan and draft before writing. - Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. - Organise writing into sections or paragraphs. Begin to create cohesion by linking ideas within paragraphs. - Use a range of presentational devices, including use of title, subheadings and bullet points. - Use dialogue to show character and event. - Describe characters, settings and plot, with growing precision. - Find key words and ideas; begin to write a summary. - Evaluate own and others' writing; proof read, edit and revise. | <ul style="list-style-type: none"> - Write a range of sentence structures which are grammatically accurate. - Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. - Demarcate sentences correctly, using commas for pauses in complex sentences. - Begin to use punctuation for parenthesis: brackets, commas, dashes. - Indicate degrees of possibility using adverbs (e.g. perhaps, surely) and modal verbs (e.g. might, should, must). - Usually maintain correct tense. - Begin to recognise active and passive voice. - Identify and select determiners. - Choose vocabulary and grammar to suit formal and informal writing, with guidance. - Use vocabulary which is becoming more precise for the style of writing. - Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. | <ul style="list-style-type: none"> - Write from memory, dictated sentences which include words from the KS2 curriculum. - Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. - Spell correctly words with silent letters e.g. knight, solemn. - Use the hyphen to join a prefix to a root e.g. re-enter. - Spell some homophones from the YR 5-6 spelling appendix (as detailed in No Nonsense Spelling). - Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6 (as detailed in No Nonsense Spelling). | <ul style="list-style-type: none"> - Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) - Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. | <ul style="list-style-type: none"> - Narratives - Descriptions of settings and characters - Biography - Newspaper report - Diary entry - Instructions - Speech - Poetry - Discussion text (balanced argument) |

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| <p>Year 6</p> | <ul style="list-style-type: none"> - Discuss and develop ideas; routinely use the drafting process before and during writing. - Adapt form and style to suit purpose and audience. - Draw appropriate features from models of similar writing. - Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph. - Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. - Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. - Integrate dialogue to convey character and advance the action. - Describe characters, settings and atmosphere, with some precision. - Summarise longer passages, when required. - Evaluate own and others' writing; proof read, edit and revise. | <ul style="list-style-type: none"> - Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. - Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. - Use modal verbs to indicate degrees of possibility. - Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. - Understand and use active and passive voice. - Identify the subject and object within a sentence. - Identify synonyms and antonyms. - Select vocabulary and grammar to suit formal and informal writing. - Use vocabulary which is varied, interesting and precise. - Use a dictionary and thesaurus to define words and expand vocabulary. | <ul style="list-style-type: none"> - Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum. - Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. - Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. - Spell some challenging homophones from the YR 5-6 spelling appendix (as detailed in No Nonsense Spelling). - Spell the majority of words from the YR 5-6 statutory word list (as detailed in No Nonsense Spelling). | <ul style="list-style-type: none"> - Writing is legible and fluent. - Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. | <ul style="list-style-type: none"> - Narratives - Descriptions of settings and characters - Newspaper report - Non-chronological report - Biography - Diary entry - Newspaper report - Poetry - Speech (to persuade) - Discussion text (balanced argument) - Formal letter |
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