

English- Writing

Curriculum progression Map

At Hatch Warren Infant School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Level expected at the end of EYFS

Literacy: Writing	Physical Development: Fine Motor Skills
<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 	<ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Year 1 National Curriculum Expectations Statutory	Year 1 National Curriculum Expectations Non- Statutory
Writing – transcription Spelling (see English Appendix 1) Pupils should be taught to: spell: <ul style="list-style-type: none"> ♣ 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, 	Writing – transcription Spelling Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

<p>quickest]</p> <ul style="list-style-type: none"> ♣ 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. <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting</p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>
Writing- Composition	Writing- Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading 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. 	<p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>
Writing-Vocabulary, Grammar and Punctuation	Writing- Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 Appendix 2 in discussing their writing. 	<p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.</p>
Year 2 National Curriculum Expectations Statutory	Year 2 National Curriculum Expectations Non- Statutory

<p>Writing – transcription</p> <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ 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. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. 	<p>Writing – transcription</p> <p>Spelling In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p> <p>Handwriting Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
<p>Writing- Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about 	<p>Writing- Composition</p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through</p>

<ul style="list-style-type: none"> ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing <p>by:</p> <ul style="list-style-type: none"> ♣ evaluating their writing with the teacher and other pupils ♣ 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 ♣ proof-reading 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. 	<p>playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences</p>
Writing-Vocabulary, Grammar and Punctuation	Writing-Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>
Year 3 and 4 National Curriculum Expectations Statutory	Year 3 and 4 National Curriculum Expectations Non- Statutory
Writing – transcription	Writing – transcription
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) 	<p>Spelling</p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix</p>

<ul style="list-style-type: none"> ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in 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 ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Handwriting</p> <p>Pupils should be taught to:</p> <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 one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Handwriting</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p>Writing- Composition</p>	<p>Writing- Composition</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>

<ul style="list-style-type: none"> ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
Writing-Vocabulary, Grammar and Punctuation	Writing-Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense <ul style="list-style-type: none"> ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause <ul style="list-style-type: none"> ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>

Knowledge / Skills to be covered

Writing: Transcription Spelling**	
Phonics and Spelling Rules	<p>Yr R Children will be learning to: Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Yr 1 Children can: To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church);</p>

oo' (e.g. food, soon);
 'oo' (e.g. book, good);
 'oa' (e.g. road, coach);
 'oe' (e.g. toe, goes);
 'ou' (e.g. loud, sound);
 'ow' (e.g. brown, down);
 'ow' (e.g. own, show);
 'ue' (e.g. true, rescue, Tuesday);
 'ew' (e.g. new, threw);
 'ie' (e.g. lie, dried);
 'ie' (e.g. chief, field);
 'igh' (e.g. bright, right);
 'or' (e.g. short, morning);
 'ore' (e.g. before, shore);
 'aw' (e.g. yawn, crawl);
 'au' (e.g. author, haunt);
 'air' (e.g. hair, chair);
 'ear' (e.g. beard, near, year);
 'ear' (e.g. bear, pear, wear);
 'are' (e.g. bare, dare, scared);
 spelling words ending with -y (e.g. funny, party, family);
 spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
 using 'k' for the /k/ sound (e.g. sketch, kit, skin).

Yr 2 Children can:

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

To apply further Y2 spelling rules and guidance*, which includes:

the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);

the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);

the /r/ sound spelt 'wr' (e.g. write, written);

the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);

the /aɪ/ sound spelt

-y (e.g. cry, fly, July); adding -es to nouns and verbs ending in

-y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);

adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;

	<p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions) the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ:/ sound spelt 's' (e.g. television, usual).</p>
Common Exception Words	Yr R Children can:
	Yr 1 Children can: To spell all Y1 common exception words correctly. * To spell days of the week correctly.
	Yr 2 Children can: To spell most Y1 and Y2 common exception words correctly.
Prefixes and Suffixes	Yr R Children can:
	Yr 1 Children can: To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).
	Yr 2 Children can: To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
Further Spelling Conventions	Yr R Children can:
	Yr 1 Children can: To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.
	Yr 2 Children can: To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

	<p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
Letter formation, placement and positioning	<p>Yr R Children can:</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>
	<p>Yr 1 Children can:</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
	<p>Yr 2 Children can:</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
Joining Letters	<p>Yr R Children can:</p>
	<p>Yr 1 Children can:</p>
	<p>Yr 2 Children can:</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>
Writing: composition	
Planning, Writing and Editing	<p>Yr R Children can:</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>

	<p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Yr 1 Children can: To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p> <p>Yr 2 Children can: To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
<p>Awareness of audience, purpose and structure.</p>	<p>Yr R Children can: Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</p>

	<p>and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	<p>Yr 1 Children can:</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>
	<p>Yr 2 Children can:</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Writing: Vocabulary, Grammar and Punctuation	
Sentence Construction and Tense	<p>Yr R Children can:</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>
	<p>Yr 1 Children can:</p> <p>To use simple sentence structures.</p>
	<p>Yr 2 Children can:</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
Use of phrases and clauses	<p>Yr R Children can:</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>
	<p>Yr 1 Children can:</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>
	<p>Yr 2 Children can:</p> <p>To using co-ordination (or/and/but).</p>

	<p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and</p>
Punctuation	<p>Yr R Children can:</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stops.</p>
	<p>Yr 1 Children can:</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>
	<p>Yr 2 Children can:</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>capital letters, full stops, question marks and exclamation marks;</p> <p>commas to separate lists;</p> <p>apostrophes to mark singular possession and contractions.</p>
Use of Terminology	<p>Yr R Children can:</p> <p>Use new vocabulary in different contexts.</p>
	<p>Yr 1 Children can:</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>
	<p>Yr 2 Children can:</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring</u> <u>1</u>	<u>Spring</u> <u>2</u>	<u>Summer</u> <u>1</u>	<u>Summer 2</u>
Year R	<p>Hook- Getting To Know You</p> <p>Writing:</p> <ul style="list-style-type: none"> • Name • 'I like...' • My family <ul style="list-style-type: none"> • Labelling/captions • Writing for a purpose in the role play <p>Writing table activities</p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Muscle assessment • Gross motor skills • Fine motor skills • Class Logo Cutting <ul style="list-style-type: none"> • Dough Gym • Name tracing/writing 	<p>Hook-Autumn/ Looking at the Past/ and Christmas</p> <p>Writing:</p> <ul style="list-style-type: none"> • Labels and lists • Introduce sound mat and word building activities • Toy Catalogues • Writing table activities <ul style="list-style-type: none"> • Letter to Old Bear <ul style="list-style-type: none"> • Lists • Cards • Writing table activities • Writing for a purpose in the role play <p>Physical Development:</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills <ul style="list-style-type: none"> • Dough Gym • Name tracing/writing 	<p>Hook- Winter/People Who Help Us</p> <p>Writing:</p> <ul style="list-style-type: none"> • Winter is poems. <p>Writing table activities</p> <p>Writing:</p> <ul style="list-style-type: none"> • When I grow up • Tricky word writing <ul style="list-style-type: none"> • Labels using cvc, cvcc, ccvc words • Introducing the writing tools and mantra. • Guided writing based around developing short sentences. • Sentences to accompany 'People Who Help Us' <ul style="list-style-type: none"> • Questions about different jobs • Labelling Uniforms • Keeping healthy bubble map • Writing for a purpose in the role play <p>Writing table</p>	<p>Hook- Traditional Tales/Book Week/Spring and Easter</p> <p>Writing:</p> <ul style="list-style-type: none"> • Creating own story maps • Writing short sentences to accompany story maps <ul style="list-style-type: none"> • Sorry letter • House walk writing • Gingerbread Man Experiment writing • Gingerbread Man Hunt • Writing their own traditional tale <ul style="list-style-type: none"> • Writing for a purpose in the role play • Writing table activities • Writing linked to Book Week Author • Spring is... poems <p>Physical Development:</p>	<p>Hook-The Lost World</p> <p>Writing:</p> <ul style="list-style-type: none"> • What's inside the egg? • Dinosaur questions <ul style="list-style-type: none"> • Story writing • Labelling • Dinosaur Pizza Design <ul style="list-style-type: none"> • Fact sheet • Writing table activities • Writing for a purposes in the role play <p>Physical Development:</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 	<p>Hook-Mighty Minibeasts</p> <p>Writing:</p> <ul style="list-style-type: none"> • Minibeasts stories • Minibeasts leaflets • Flip flap Minibeast • Life cycle writing • Tadpole writing <ul style="list-style-type: none"> • What am I? • Writing table activities • Writing for a purpose in the role play <p>Physical Development:</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills

			activities Physical Development: <ul style="list-style-type: none"> Gross motor skills Fine motor skills <ul style="list-style-type: none"> Dough Gym Name tracing/writing 	<ul style="list-style-type: none"> Gross motor skills Fine motor skills 		
Year 1	Hook- Pirates and the Titanic Geography and History Link (Open Box) Non-fiction 1 Labels, lists and captions Recounts/Holiday news Descriptions of Pirates Ordering events- Titanic- Leaflet to Open box Comparing a pirate ship and the Titanic Handwriting families FMS- Dough gym	Hook- The wonderful world of chocolate Science Link Seasons Poetry Chocolate senses poem Non-Fiction 2 Where does chocolate come from? Chocolate fondue instructions Grotto description Free writing Elf on a shelf Handwriting families FMS- Dough gym Vocabulary- Word	Hook- Space - History Link Winchester science centre trip Fiction 1 Text Driver - Whatever next How to catch a star Sequencing and re-telling Non-Fiction 2 Newspaper Moon Landing Recount- school trip Fact Files about planets/ Astronauts Free writing Alien story Handwriting families FMS- Dough gym	Hook- Changing and growing Hook- Farm trip and ducks Science and Geography Link Fiction 2 Text Driver - The Very Hungry Caterpillar - retelling Non Fiction 3 Hook- Trip/Ducks Trip recount Duck descriptions Free writing Creative weeks/Book week Handwriting families FMS- Dough gym	Hook- Castles Non Fiction 4 Questions- What would we like to find out about castles. Labels and Captions for a castle Parts of a Castle Own castle descriptions Fiction 3 Text Driver - Jack and The Beanstalk- Setting and character description (wanted poster)- retelling Free writing Handwriting families FMS- Dough gym	Hook- Journeys with Julia Donaldson Hook- Outdoor learning/Fire pit Instructions to Fiction 4 Text Drivers-The Highway Rat, Sugarlump and the Unicorn, Hot seating Re-telling Wishes and rhyme Settings Non Fiction 5 shopping list and instructions Fact files Handwriting families FMS- Dough gym

	Vocabulary- Word aware	aware	Vocabulary- Word aware	Vocabulary- Word aware	Vocabulary- Word aware	Vocabulary- Word aware
Year 2	<u>Rainforests</u> Labels and Captions: -All about Me -Rainforests Fact Files: All about me Non Chronological Report: All About Me Poetry: Rainforests	<u>Poles Apart</u> Setting Description: Rainbow Bear Diary: Rainbow Bear Story Writing: Lost and Found Letter Writing: Dear Greenpeace Poetry: Winter poems	<u>The Great Fire</u> Recount: Christmas holidays Instruction Writing: -Making bread Non-chronological report: Great Fire Of London	<u>It's Good To Be Me!</u> Story writing: -Bog Baby -Dream giver Vocabulary- Word aware	<u>Marvellous Machines</u> SATS tasks and tests Poetry Newspaper Article Vocabulary- Word aware	<u>Summer fun</u> The Tunnel -story writing -letter writing -diary Letter Writing - Year 5 buddies Vocabulary- Word aware