

Skills	Pre-School	Year R	Year 1	Year 2	Year 3	Year 4
Writing Transcription	To become a Wonderful Writer who can make marks and use talk to describe what they mean using a variety of tools and equipment.	To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others. Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Writes a label or caption. Attempts to write simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letters for a sentence. Sometimes uses full stops (not always in the correct place)	Pupils should be taught to : spell: - 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,	Pupils should be taught to: 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,	Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - 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.	Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (English Appendix 1) - 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.

			eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the <i>GPCs</i> and common exception words taught so far.	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 <i>GPCs</i>, common exception words and punctuation taught so far		
Writing Handwriting	To become a Wonderful Writer who can make marks and use talk to describe what they mean using a variety of tools and equipment. To become a Talented Tool User who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip	To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence. Develop the foundations of a handwriting style, forming letters with accuracy and control. Use tools for the correct purpose, with control and accuracy. To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences	Pupils should be taught to: • 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.	Pupils should be taught to: • 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	Pupils should be taught to: • 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	Pupils should be taught to: • 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].

		(using single sounds and digraphs they have learnt) that can be read by others Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Writes a label or caption. Attempts to writes simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letters for a sentence. Sometimes uses full stops (not always in the correct place)		that reflects the size of the letters.	descenders of letters do not touch].	
Writing Composition	To become a Wonderful Writer who can make marks and use talk to describe what they mean using a variety of tools and equipment.	To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Writes a label or caption. Attempts to writes simple sentences.	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to: 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	Pupils should be taught to : 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

		Beginning to put finger spaces between some words. Sometimes uses a capital letters for a sentence. Sometimes uses full stops (not always in the correct place)	• read aloud their writing clearly enough to be heard by their peers and the teacher.	are going to write about • 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 by: • 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.	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 • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate	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 • 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
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					intonation and controlling the tone and volume so that the meaning is clear.	volume so that the meaning is clear.
Writing Vocabulary, Grammar and Punctuation	To become a Wonderful Writer who can make marks and use talk to describe what they mean using a variety of tools and equipment.	To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others Re-read what they have written to check that it makes sense. Forming lower-case and capital letters correctly. Writes a label or caption. Attempts to writes simple sentences. Beginning to put finger spaces between some words. Sometimes uses a capital letters for a sentence. Sometimes uses full stops (not always in the correct place)	Pupils should be taught to: 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.	Pupils should be taught to: 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	Pupils should be taught to: 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 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • 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	Pupils should be taught to: 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 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • 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

				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.	• 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.	• 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.
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