



Key characteristics we want to promote with our children:

- To be able to write for a range of purposes
- To have an enjoyment for writing
- To write neatly
- To punctuate work accurately

Range of Opportunities	
Early Years	
<ul style="list-style-type: none"> • Lots of gross and fine motor skills practice/activities to build up core-strength to aid with pencil control • Lots of opportunities for mark making to introduce and practice correct pencil grip • Regular letter formation practice using a range of different media • Focus in phonics on sounding out words independently and learning to write some tricky words • Work in small targeted groups to build up writing confidence • Wide range of topics to provide exciting stimulus for writing • Mark making/ writing area available for children to have a go at writing independently for their own purpose 	
Range of Opportunities	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Writing for a range of purposes • Lots of shared writing as a whole class to introduce, reinforce and model specific writing skills and features • Rainbow Grammar introduced in Year 2 • Regular sentence dictation sessions in phonics to reinforce phonemes taught and common exception words • Specific writing areas in Year 1 to encourage children to have a go at writing independently and for their own purpose • Wide range of fiction and non - fiction topics to provide exciting stimulus for writing • Regular handwriting sessions to develop pencil control and correct letter formation – moving onto joined up writing in Year 2 • Regular opportunities to read writing through with teacher and mark against child friendly ‘Steps for Success’ 	<ul style="list-style-type: none"> • Writing for a range of purposes (fiction and non-fiction) • Discrete grammar sessions • Rainbow Grammar is taught (Y3-5) to support both Writing and Grammar • Year group topics and book topics throughout the year provide a writing stimulus • Regular handwriting lessons to be carried out to promote and encourage neat, fluent and joined up writing • Modelling during teacher demonstrations to showcase how to write accurately and use good sentence structure which can be applied within the child’s work • Differentiated ‘Steps to Success’ used in one piece of writing per week to provide guidance and expectations enabling the children to self-assess their own work effectively using outcomes which are related to the task’s success criteria

	Milestone 1		Milestone 2	Milestone 3
Areas	Year 1	Year 2	Year 3/4	Year 5/6
Transcription - Spellings	<p>Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marked for verbs Use the prefix un- Using –ing, -ed, -er and –est when no change is needed in the spelling of root words (e.g. helping, helped, helper) <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>Spell by:</p> <ul style="list-style-type: none"> 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 <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <ul style="list-style-type: none"> 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>Spellings:</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 <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Spellings:</p> <ul style="list-style-type: none"> Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them
Handwriting	<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’ and practise these 	<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 	<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>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task

	Milestone 1		Milestone 2	Milestone 3
	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequence sentences to form short narratives Re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing 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>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draw and write by:</p> <ul style="list-style-type: none"> 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] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Reading 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 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-reading for spelling and punctuation errors Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

	Milestone 1		Milestone 2	Milestone 3
	Year 1	Year 2	Year 3/4	Year 5/6
Vocabulary, Punctuation and Grammar	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 Appendix 2 <p>• Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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) <p>Learn how to use:</p> <ul style="list-style-type: none"> 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) 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>**See Grammar Overview</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading <p>**See Grammar Overview</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently. Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading <p>**See Grammar Overview</p>