



Curriculum Expectations:

EYFS National Curriculum Expectations

We have selected the Early Learning Goals that link most closely to the Writing National Curriculum to ensure progression of skills:

- **Literacy (Writing):**
 - 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.

End of Key Stage 1 National Curriculum Expectations

To be working at the expected standard, pupils:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words (NC English Appendix 1)
- form 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.

End of Key Stage 2 National Curriculum Expectations

To be working at the expected standard, pupils:

- write effectively for a range of purposes and audiences, 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (NC English Appendix 2) (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list (NC English Appendix 1), and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed by using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Intent

At Archbishop Cranmer, we follow the *Essential Writing* curriculum (Herts for Learning), which ensures high-quality writing provision from Reception to Year 6. We have developed a progression of skills document which breaks down National Curriculum expectations into a series of clear statements for each year group and strand. These statements support planning and teaching, enabling children to build on key skills year-on-year.

Our aim is to develop confident, motivated writers who understand the power and purpose of writing. We want every child to leave our school as an accomplished writer who:

- Writes with fluency, control and an emerging or established authorial voice;
- Understands the purpose, audience and impact of their writing, making deliberate choices to achieve it;
- Draws on a wide vocabulary and range of techniques to enhance description and meaning;
- Organises and structures writing appropriately for different genres using varied sentence forms;
- Demonstrates excellent transcription skills: accurate spelling, punctuation, handwriting and presentation;
- Reflects on their work, editing and improving to ensure every piece is their best yet.

Implementation

Each *Essential Writing* unit begins with a high-quality, engaging stimulus – a text, film clip or other media – to spark curiosity and model excellent writing. Children explore the stimulus deeply: through discussion, story mapping, oral rehearsal, role play and drama. This immersion enables them to internalise key features of the text type and develop a shared understanding of authorial intent and technique.

Children co-construct success criteria through guided exploration of the exemplar, and teachers model writing through shared and guided sessions. As the unit progresses, pupils rehearse specific skills, apply them in short bursts and then work towards creating an extended independent piece.

Throughout the sequence:

- Children are supported to generate vocabulary and sentence structures collaboratively;
- Teachers model the writing process, making their thinking visible;
- Peer and self-assessment are promoted through structured editing and the use of editing stations;
- Children reflect on their progress in writing conferences with teachers;
- Final outcomes are written independently, with opportunities to publish where appropriate.

This approach ensures pupils fully understand purpose and audience, and see writing as a process that includes planning, drafting, revising, editing and publishing. Carefully selected texts also enhance knowledge of the wider curriculum, promote cultural capital, and immerse pupils in our rich literary heritage. Units offer a balance of narrative, non-fiction and poetry throughout each year.

Spelling, Punctuation and Grammar

Spelling is taught through phonics in the Foundation Stage and Key Stage One. From Year 2 onwards, discrete spelling lessons support children in learning spelling patterns, common exception words, high-frequency words and statutory word lists, underpinned by strategies recommended within *Essential Writing*. Weekly spelling homework consolidates this learning.

Grammar and punctuation are embedded within the context of writing, taught through modelled and shared writing, and further reinforced through discrete sessions using Nelson Grammar to ensure explicit instruction and consolidation.

Impact

The impact of our writing curriculum is monitored through our whole-school evaluation cycle. This includes regular book looks, learning walks, pupil voice interviews, medium-term planning scrutiny and writing wall monitoring (UKS2).

Assessment is based on the non-negotiables and skills outlined in our progression documents, with a focus on children demonstrating secure and sustained mastery over time. We track progress and attainment, identifying children working at greater depth and ensuring no group falls behind.

Ultimately, we aim to develop enthusiastic writers who can apply their skills confidently across the curriculum, showing deep understanding and independence in their choices. Children leave our school well-prepared for the next stage in their education, having developed the writing stamina, creativity and control to succeed.







	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Foundation Stage	<p>Inform – All about Me books <i>All Are Welcome, Faces (Jan Pienkowski), You Can!</i></p> <p>Entertain – Favourite Story Books <i>Beegu, The Tiger Who Came to Tea and We're Going on a Bear Hunt!</i></p>	<p>Inform – My Special People Books</p> <p>Entertain – Story Books (pattern)</p>	<p>Inform – Things I Like (Unique Me) books</p> <p>Entertain – Animal Stories</p>	<p>Inform – My Celebration Books</p> <p>Entertain – Journey Stories</p>	<p>Inform – My Amazing Body Books</p> <p>Entertain - Traditional Tale books</p>	<p>Inform – Our Natural World Books</p> <p>Entertain – My Very Own Story Book</p>
Year 1	<p>Inform – Lists, Labels, Captions; Instructions <i>Jasper's Beanstalk, Sam Plants a Sunflower / Someone Just Like Me</i></p> <p>Entertain – Simple Stories <i>Puffin Peter</i></p> <p>Entertain – List Poetry</p>	<p>Inform – Recipes <i>Gruffalo Crumble & Other Recipes</i></p> <p>Entertain – Simple Traditional Tale <i>The Princess and the Pea, Three Billy Goats Gruff, Stop! That's Not My Story, Professor Goose Debunks Goldilocks & Three Bears</i></p>	<p>Entertain – Short Narrative <i>Stanley's Stick</i></p> <p>Inform – Rules and Recount <i>Ruby's Worry, Ravi's Roar</i></p> <p>Entertain – Poetry (rhyme and nonsense) <i>Oi Frog!, Green Eggs and Ham / Big Red Dragon, Take off Your Brave</i></p>	<p>Entertain – Short narrative reflecting personal experience <i>Martha Maps it Out, Madlenka</i></p> <p>Entertain – Performance Poetry <i>Julia Donaldson Poems to Perform</i></p>	<p>Inform - Letters</p> <p>Entertain – Poetry (free verse) <i>Paddington's Post, Here Comes Mr Postmouse, Click, Clack, Moo Cows that Type</i></p> <p>Entertain – Short Narrative <i>Little Red and the Very Hungry Lion</i></p>	<p>Inform – Explanation <i>Big Book of Bugs, Tad</i></p> <p>Entertain – Short narrative <i>We're going to find the Monster</i></p>
	Assessed piece: Narrative (Stimulus: Picture of a character in a setting. Prompt: Write a story about this character.)		Assessed piece: Instructions (Stimulus: Image/ video e.g. making a sandwich/ planting a seed. Prompt: Explain how to do this.)		Assessed piece: Recount (Stimulus: Picture of event e.g. trip. Prompt: Write about what happened.)	
Year 2	<p>Entertain – Short Narrative <i>Frog and the Stranger/ Luna Loves Dance</i></p> <p>Inform – Instructions <i>How to Make Friends with a Ghost</i></p> <p>Entertain – List Poetry <i>The Puffin Book of Fantastic First Poems</i></p>	<p>Entertain – Narrative <i>Last Stop on Market Street</i></p> <p>Inform – Letters & postcards <i>Dragon Street</i></p>	<p>Entertain - Traditional Tale <i>Rapunzel</i></p> <p>Inform – Non-chronological report <i>Big Blue Whale</i></p>	<p>Entertain – Narrative (based on real experiences) <i>Julian is a Mermaid, Splash Anna Hibiscus! / Dim Sum Palace</i></p> <p>Entertain – Poetry <i>The Puffin Book of Fantastic First Poems</i></p>	<p>Entertain – Narrative <i>The Lost Homework</i></p> <p>Inform – Instructions <i>How to Wash a Woolly Mammoth</i></p>	<p>Inform – Recount (about real events) <i>Here I am</i></p> <p>Entertain – Narrative <i>Super Joe does not do Cuddles, Traction Man is Here</i></p> <p>Entertain – Poetry <i>Belonging Street/ Poetry Comics</i></p>
	Assessed piece: Narrative (Stimulus: Magical image. Prompt: Write a story about what is happening.)		Assessed piece: Report (Stimulus: Image of an animal/ object. Prompt: Write to tell me about this.)		Assessed piece: Recount (Stimulus: Short 4-picture sequence. Prompt: Write what happened.)	
Year 3	<p>Entertain- Narrative <i>Mini Rabbit Not Lost</i></p>	<p>Entertain – Fables <i>The Lion Inside</i></p>	<p>Entertain – Narrative <i>Alice in Wonderland</i></p>	<p>Entertain – Personal Narrative</p>	<p>Persuade – Letters</p>	<p>Inform - Non Chronological Report</p>

	Entertain – Free Verse Poetry <i>The Magic Box</i>	Inform – Non Chronological Reports <i>Incredible Jobs</i>	Persuade – Speeches <i>Stella and the Seagull</i>	Poetry – Calligrams	<i>Clean Up! Look Up! And Speak Up!</i> Inform – Instructions <i>Wolf in the Snow</i>	<i>A Year Full of Festivals</i> Entertain – Narrative <i>The Iron Man</i> Poetry – Poems Aloud <i>Poems Aloud and Smile Out Loud</i>
	Assessed piece: Narrative (Stimulus: atmospheric image. Prompt: Write the opening of a story set here)		Assessed piece: Report (Stimulus: image of a job/place/object. Prompt: Write an information text about this.)		Assessed piece: Persuasion (Stimulus: Image with an issue e.g. litter, environment. Prompt: Write to persuade someone to help.)	
Year 4	Entertain – Narrative <i>Arthur</i> Persuade – Speech <i>The King who Banned the Dark</i> Poetry – Free Verse <i>Small Dragon</i>	Inform – Explanation <i>Crazy Contraptions</i> Entertain – Narrative <i>Starbird</i>	Inform – Newspaper Report <i>Real Life Mysteries</i> Persuade – Travel Leaflets <i>Take a Bite Africa, Amazing Africa</i>	Entertain – Narrative <i>Leon and the Place Between</i> Poetry – Haiku <i>The Works</i>	Persuade – Letters <i>Malala's Magic Greta and the Giants</i> Inform – Non Chronological Report	Entertain – Poetry <i>Stars with Flaming Tails</i> Entertain - Narrative <i>The Girl who Stole and Elephant</i>
	Assessed piece: Narrative (Stimulus: character image. Prompt: Write a story about this character.)		Assessed piece: Report (newspaper/ blog/ article) (Stimulus: dramatic image e.g. an event or disaster. Prompt: Write a report about what happened.)		Assessed piece: Persuasion (Stimulus: Place/ image. Prompt: Write to persuade someone to visit this place.)	
Year 5	Inform – Non Chronological Report <i>Monsters</i> Entertain – Narrative <i>Cloud Tea Monkeys</i>	Entertain – Poetry <i>Where the Poppies</i> Entertain – Narrative <i>The Promise</i> Inform – Biography	Persuade – Letters <i>The Misadventures of Frederik'</i> Inform – Non Chronological Report <i>Street Beneath My Feet</i>	Entertain – Descriptive Recount <i>The Watertower</i> Entertain – Narrative <i>Boy in the Tower</i> Entertain – Poetry <i>Rhythm and Poetry</i>	Inform – Explanation <i>The Lost Book of Adventure Spin to Survive – Deadly Jungle</i> Persuade – Advertising Campaign	Entertain – Poetry <i>Cloud Busting</i> Discuss – Reviews Entertain – Description <i>Bird Song</i>
	Assessed piece: Narrative (Stimulus: Dark/ambiguous image. Prompt: Write a story that creates suspense.)		Assessed piece: Explanation (Stimulus: Image of a survival scenario. Prompt: Explain how to survive in this situation.)		Assessed piece: Persuasion (Stimulus: Product/place/idea. Prompt: Write to persuade someone.)	
Year 6	Entertain – Narrative <i>Night of the Gargoyles, The Mysteries of Garris Burdick/ Uncle Montague's Tales of Terror, Short Tool</i> Inform – Non-chronological report <i>Planetarium, Professor Astro Cat's Frontiers of Space/ Dr Maggie's Grand Tour of the Solar System</i>	Entertain – Narrative <i>Wisp</i> Discuss – Persuasive Speeches <i>Talking History</i>	Inform – Non-chronological report <i>Arthur Spiderwick's Field Guide to the Fantastic World Around You</i> Entertain – Dialogue Discuss – Balanced argument	Entertain – Narrative <i>Blackberry Blue and other fairy tales/ The Selfish Giant</i> Inform – Biography <i>Survivors</i>	Persuade – Advocacy Campaign <i>I Have the Right Every Child a Song</i> Entertain – Narrative <i>Skellig</i> Entertain & Discuss – Advocacy Poetry <i>Be the Change: Poems to Help You Save the World</i>	Discuss – Blogs Entertain – Narrative <i>Macbeth/ The Final Year</i>

Italics show focus texts



	Write to Entertain 	Write to Inform 	Write to Persuade 	Write to Discuss 
Foundation Stage	My Favourite Story books Story Books (pattern) Animal Stories Journey Stories Traditional Tale books My Very Own Story book	All About Me books My Special People books Things I Like (unique me) books My Celebration books My Amazing Body books Our Natural World books		
Year 1	Storyboard Short picture book Fairy tale/ traditional tale Short story Poetry	Lists, labels and captions Instructions Recipe Rules Letter Recount Explanation (simple life cycle)		
Year 2	Picture book Short story Narrative based on real experiences Fairy tale/ Traditional tale Poetry	Instructions Letter Postcard Recount (inc. real events) Simple non-chronological report		
Year 3	Narrative Setting-focused short story Personal narrative (memoir) Fable Poetry	Non-chronological report Instructions	Letter Speech	
Year 4	Graphic novel Character-driven short story Poetry	Explanation Newspaper report/ Recount Non-chronological report	Letter Speech Travel leaflet	
Year 5	Descriptive recount Narrative (suspense and atmosphere) Short story Poetry	Non-chronological report Biography Explanation	Advertising campaign Letters	Reviews
Year 6	<i>Narrative</i> <i>Scene incorporating dialogue</i> <i>Fairy tale</i> <i>Poetry</i>	<i>Non-chronological report</i> <i>Biography</i>	<i>Speech</i> <i>Advocacy campaign</i>	<i>Balanced argument</i> <i>Blogs</i>



Key: Black = coverage within all genres taught within year group (unless indicated), *Entertain, Inform, Persuade, Discuss*

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction	<p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to explain how things work and why they might happen</p> <p>Use sentences of four to six words (progressing to longer sentences over the year)</p> <p>Express ideas in full sentences with modelling and support</p> <p>Use past, present and future tenses with support</p> <p>Use talk to organise thinking before writing</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>A sentence is an idea about a person or thing(noun) with action, thought, or feeling (verb).</p> <p>A reader needs spaces between words so they can understand and follow the writing.</p> <p>Writers can join words together with 'and' to make connections between things (e.g I ate fish and chips.)</p> <p>To avoid the reader becoming bored, joined sentence is together with 'and' to create better rhythm and flow.</p>	<p><i>Exclamatory sentences are sometimes seen in fairy tales, usually to express a surprise or strong emotion (Usually starting with 'What/How + noun phrase + verb).</i></p> <p><i>Sometimes we might need to tell our reader to do something -these are command sentences.</i></p> <p>Writers join sentences together with other coordinating conjunctions, including 'and or, but' - these conjunctions carry all different meanings for the reader to understand how the ideas are connected. Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader.</p> <p>Writers can also join sentences together with subordinating conjunctions, including 'when, if that because' - these conjunctions are different to others because when we put them at the start of an idea, it does not make sense on its own.</p>	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including 'when, if, because, although' to keep the reader wanting to read on).</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening.</p> <p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen.</p>	<p>Precise noun choices to displace any non-specific or vague noun - often adjectives are unnecessarily with a better noun choice.</p> <p>Add detail to expanded noun phrases with adjectives before the noun, or prepositional phrases before or after the noun - this allows the reader to visualise based on greater detail in the description.</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be useful way to move on the writing in time or place.</p>	<p>Relative clauses provide additional information to the reader using the relative pronouns 'who, which where, when, whose, that'.</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices helps the writer to connect to the parts of the writing to zoom out or shift time or place without confusing the reader or boring them with unnecessary detail.</p>	<p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbial such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on.</p>

Compositional Choices

Use a title to hook the reader's interest and to let them know what the writing might be about
 Pictures or illustrations can help the reader see what you are writing about in their mind
 Use labels or captions to show the reader something they might not know
 You could speak to the reader directly using 'you' if you need to tell them or ask them to do something
 Sentences are used to tell the reader about ideas and feelings
 Children retell stories and narratives using their own words and recently introduced vocabulary
 Children describe events in detail
 ☐Children write for different purposes: to inform and to entertain
 Children plan and make their own books using ideas drawn from shared texts and modelled examples
 Children re-read what they have written to check it makes sense

Pictures or illustrations can help the reader see what you are writing about in their mind.
 Use a title to hook the reader's interest and know what the writing might be about.
 Stories usually have a main character and their reader needs to understand what happens to them.
 Sentence is going order of what happened in a story so that the reader can follow more easily- this is the plot of the story.
 Introduce idea of fall-rise story shape for basic narrative structure.
 Use labels or captions to show the reader something they might not know about.
 You could speak to the reader directly using 'you' if you need to tell them or ask them to do something.

Writers select and stay in the same (consistent) tense to avoid confusing the reader - usually simple present or simple past tense.
 The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time.
 Use of sound and other senses to develop clear picture for readers to develop mood (show, not tell).
 Speech bubbles like characters talk, and this shows the reader more about the character - what they're thinking, feeling or doing.
 A simile that compares a subject with something similar helps the reader to create a picture in their mind.
 Use of alliteration helps to create rhythm and mood, or sometimes for humorous effect.
 Introduce other story shapes - slow rise and slow fall.
 Diagrams show the reader more details about the important parts of what they're finding out about.
 Some information such as instructions needs to be in correct time (chronological order) if the reader needs to follow clear steps or learn about something that happened in the past.
 When we provide information to our reader, this information is usually in the simple present tense or simple past tense.

Paragraphs break up the writing into manageable chunks for the reader to read and follow.
 The present progressive tense and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2).
 The present perfect tense can also be used to indicate that something started in the past is still relevant now.
 Dialogue can Introduce a character and tell the reader more about them.
 Build upon show not tell techniques, e.g. to develop mood of setting, description of character, appearance and behaviour shows the reader how they might be feeling, along with their inner thoughts.
 Introduce the power of 3 for repetition and or emphasis (e.g. listing adjectives in groups of three).
 Zoom in (more detail) And spend longer on the most important moment in the narrative to ensure that the reader is fully involved in this section.
 Stories or descriptions are usually written in the first person narrative (I went...) or third person narrative (They/He/She/Bilal went...).
 Introduce other story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) To help guide the plot structure.
 Story openings usually open with either: action, dialogue, or description of setting or character.
 Story endings can end with: a moral message, happy ending, surprise, or cliffhanger.

Revise statements from Year 3, ensuring that children are confident with a regular. Verbs when selecting to write in the past tense.
 Dialogue can show how a person speaks, (for example dialect, slang) and tells the reader more about the character (show, not tell).
 Use a new paragraph to show when a new or different character is speaking or when the setting changes.
 Zoom in and out to move quickly or slowly in a story - add more detail accordingly to what is important e.g. introduction to a new character or setting.
 Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling.
 Personification brings objects to life so that the reader can connect something to what they know or linger on particular image that might be unusual.
 Use of metaphor creates a vivid picture in the reader's mind.
 Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) To help guide the plot structure.
 Story openings usually open with either: action, dialogue, or description of setting or character.
 Story endings can end with: a moral message, happy ending, surprise, or cliffhanger.
 Paragraphs are used to organise ideas around a

Dialogue can be used to advance the action in the narrative as well as convey character.
 Use of a new paragraph can also be used to show when the time or mood shifts within the narrative.
 Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader, and through use of figurative language such as simile and metaphor.
 Create suspense and tension by varying sentence length (Long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading.
 Use of an assonance to link sounds with words and create rhythm (poetry, rap).
 Story endings: can end with a reference to the beginning of the story (feels cyclical).
 Inform, Persuade, Discuss: Formality in writing exists on a scale from very informal to very formal, depending on the audience and purpose of the writing.
 More formal writing usually avoids contracting words so that it does not mimic everyday speech.
 More formal writing usually avoids phrasal verbs (e.g. Turn up, look into, call off, etc.) for more precise verb choices.
 Use bullet points to convey information precisely.
 Underline important word or phrases that you want to draw the reader's attention to.

Dialogue can be used to convey character (show not tell) or move on the action (plot device).
 The past perfect tense in narrative can be useful - if already writing in the simple past tense - to show that something occurred before the time being narrated.
 Inform, Persuade, Discuss: Formality in writing exists on a scale (very informal to very formal) depending on the audience and purpose of the writing.
 More formal writing usually avoids phrasal verbs (e.g. Turn up, look into, call off, etc.) for more precise verb choices.
 Inform or speech structures might use a question tag after a statement (e.g. He's your friend, isn't he? These are your shoes, aren't they?).
 Use a full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams.
 Use of passive voice to affect the presentation of information in a sentence - guides the reader's focus of the object rather than the subject.
 Use of controlled hyperbole/exaggeration to convince the reader without overdoing it!
 Use of passive voice to direct - or deflect - the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action).
 Use of subjunctive and pronoun 'one' to speak to

				<p>Use paragraphs to write about a different topic or sub topic.</p> <p>Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find.</p> <p>Might include quotes from people to provide more information and add interest for the reader.</p> <p>Often use 'you' (second person narrative) to put the reader on the spot and make them think.</p> <p>Use facts to support opinions to make the reader take the writing more seriously.</p> <p>Sometimes use rhetorical questions to make the reader think more deeply about the subject.</p> <p>Use of alliteration helps to make a phrase more memorable and stick in their mind.</p>	<p>theme to write about a different topic or subtopic.</p> <p>Headings and subheadings breakdown information into manageable chunks or parts for the reader to make specific information easier to find.</p> <p>Might include quotes from people to provide more information and add interest for the reader.</p> <p>Include anecdotes to support and provide evidence for the point you're trying to make.</p> <p>Use power of three to make something more memorable for the reader and make them think about it for longer.</p>	<p>Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention.</p> <p>Use of adverbs and modal verbs to indicate degree of possibility and urge the reader to act.</p> <p>Very clear points of view presented to show either side of a debate, discussion or argument.</p> <p>Obvious signposts to the reader to signal when they will be encountering a different viewpoint.</p> <p>Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...)</p>	<p>the reader without using 'you' in more formal situations (If one were to...).</p> <p>More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference).</p> <p>Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand..... In contrast....)</p> <p>Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people might argue that..... Others may believe that....)</p>
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Vocabulary, grammar and punctuation choices

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Learn and use new vocabulary through the day</p> <p>Engage in extended conversations about stories to deepen vocabulary</p> <p>Use recently introduced vocabulary during discussions, role-play and writing</p> <p>Talk about familiar books and tell a long story</p> <p>Choose words that help the reader understand what the writer wants to say</p> <p>Understand that the choice of words (e.g. in rhymes and stories) can affect meaning and mood</p> <p>☐ Leave spaces between words so that writing is easy to read</p> <p>Use capital letters and full stops in short sentences (with support)</p> <p>Use correct letter formation for lowercase and capital letters</p> <p>Spell words by identifying the sounds and writing the sound with letter/s</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Understand irregular tenses and plurals (with ongoing development)</p> <p>Develop awareness of sentence boundaries and how punctuation helps the reader</p>	<p>Careful choice of nouns and verbs help the reader to create a picture in their minds.</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind.</p> <p>A reader needs a full stop at the end and a capital letter at the beginning of each sentence so that they know where one idea ends and another begins.</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently.</p> <p>An exclamation mark at the end of a sentence helps the reader know that this shows a stronger positive or negative feeling.</p> <p>Capital letters for names of people and places help the reader to understand that this is a proper noun.</p> <p>Writers also use a capital letter for the personal pronoun 'I', because this is the name we call ourselves and the reader can't miss us!</p>	<p>Putting adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind.</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening.</p> <p>Apostrophes are used to show the reader when something belongs to a person or object (apostrophe for possession) and where letters are missing when two words are joined together (apostrophes of contraction) this punctuation mark makes it clearer for the reader to understand.</p> <p>Comments can be used to separate items in a list so that the reader can identify each separate item more clearly, with a short pause in between.</p>	<p>Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking.</p>	<p>Use of pronouns in place of a noun to avoid repetition and boring the reader.</p> <p>Punctuating speech - comma to separate the dialogue and speech tag; new paragraph for a new speaker; inverted commas around what is being said - all makes it totally clear for the reader to follow along.</p> <p>Use a comma after fronted adverbials - this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next.</p> <p>Use an apostrophe for plural possession - to make it clear to the reader whether the item or thing belongs to an individual or group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>Remove unnecessary adjectives and adverbs for more precise nouns and verbs.</p> <p>Use of comma to clarify meaning or avoid ambiguity - commas can be placed to group words together based on the meaning, and they can break up the sentence of the reader to manage more easily.</p> <p>Brackets, commas or dashes for parenthesis are used to place extra information for the reader into them and allow the reader to see how this information is separate from the main clause.</p> <p><i>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue.</i></p> <p><i>Colons can set up surprise or dramatic pause.</i></p> <p><i>Inform, Persuade, Discuss:</i> Colons can direct your reader to pay attention to what's next, and can also set up longer lists of items.</p>	<p>Semicolons, colons, and dashes to join two independent clauses - this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader.</p> <p><i>Placement of speech tags before, in between speech or after speech to vary how dialogue is presented.</i></p> <p><i>Inform, Persuade, Discuss:</i> Hyphens used to avoid ambiguity (they are not dashes) and can also be used to make up a new word by putting two words together.</p> <p>Semicolons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Hears and says initial sound in words.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Demonstrate writing so that children can see spelling in action.</p> <p>Demonstrate how to segment the sounds in simple words and how sounds are represented by letters.</p> <p>Children apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</p>	<p>Words containing each of the 40+ phonemes taught</p> <p>Days of the week</p> <p>/f/, /l/, /z/, and /k/ spelt ff, ll, ss, zz, ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>/v/ at the end of words e.g. live, have, give</p> <p>Adding -s and -es to words to make plurals and third person singular verbs</p> <p>Adding -ing, -ed, -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs (ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are)</p> <p>Words ending in -y</p> <p>New consonant spellings ph and wh</p> <p>Using K for the /k/ sound e.g. kit</p> <p>Adding the prefix un-</p> <p>Compound words</p> <p>Common exception words (the, a, do, to, today, of, said, says, are, were, was, is, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, push, pull, friend, love, come, some, ask, one, once, school, put, full, house, our)</p>	<p>Spell by segmenting</p> <p>/dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>/s/ spelt c before e, i and y</p> <p>/n/ spelt kn and gn at the beginning of words</p> <p>/r/ spelt wr at the beginning of words</p> <p>/l/ or /ə/ spelt -le/-el/-al at the end of words</p> <p>Words ending -il</p> <p>/aɪ/ spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to root word ending in -y with a consonant before it</p> <p>Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>/ɔ:/ spelt a before l and ll (call, ball)</p> <p>/ʌ/ spelt o (other, mother)</p> <p>/i:/ spelt -ey</p> <p>/o/ sound spelt a after w and qu</p> <p>/ɜ:/ spelt or after w</p> <p>The /ɔ:/ spelt ar after w</p> <p>/ʒ/ spelt s</p> <p>Suffixes -ment, -ness, -ful, -less, -ly</p> <p>Contractions</p> <p>Possessive apostrophe</p> <p>Words ending -tion</p> <p>Homophones and near-homophones</p> <p>Common exception words (door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas)</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>/ʌ/ spelt ou</p> <p>Prefixes (un-, dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-)</p> <p>Suffix -ation</p> <p>Suffix -ly</p> <p>Words with endings sounding like /ɜə/ or /tʃə/ spelt -sure or -ture</p> <p>Endings which sound like /ʒən/ spelt -sion</p> <p>Suffix -ous</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Words with /k/ sound spelt tch</p> <p>Words with the /j/ sound spelt ch</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>Words with /s/ spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p> <p>Word list for Y3-4 (accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/ eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women)</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/ -cial, tial</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused (advice/ advise, isle/ aisle, affect/effect)</p> <p>Word list for Y5-6: (accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht)</p>		

Handwriting

Can write their name/
Can form most letters in the alphabet (more than 16).
Is beginning to write both capital letters and small case letters saying which they are.
Can form every letter of the alphabet.
Can write some words making the letters similar in size.
Can usually write all letters the same size.
Can copy adult sentence is accurately making writing regular in size.
Can start most letters in the correct place (more than 16).
Is starting to put spaces between words written.
Can write all letters starting in the right place.
Can form all letters correctly on the line, above the line, and below the line (ascenders/descenders).
Is beginning to write own sentences neatly and correctly.

Form digits 0-9
Form capital letters.
Can write all letters accurately, starting and finishing in the right place.
Can hold a pencil correctly.
Can sit correctly at a table when writing.
Can always use capital and small letters correctly.
Always uses spacing between words.
Starting to sit writing on the line.
Can draw ascenders above the other letters and descenders below the line of writing.
Can maintain neat, well-formed writing for a paragraph or more.

Form letters of the correct size relative to one another.
Can always write on the line, with ascenders showing clearly above small case letters and descenders below the line.
Can maintain neat, well-formed writing for a paragraph or more.
Starting to join all writing, using horizontal and vertical strokes to join letters and understand which letters, when adjacent to one another are best left unjoined.
Can maintain accurate formation of all letters.
Can maintain neat, regular writing for up to a side of A4, or more.
Use spacing between words that reflects the size of the letters.

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].

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
- choosing the writing implement that is best suited for a task.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nelson Grammar Units	Book 1 1. The alphabet 2. Naming words 3. Describing words 4. Naming words and describing words 5. Doing words (present simple tense) 6. Alphabetical order 7. Doing words (present simple tense of the verb to be) 8. More than one 9. Special naming words (people and animals) 10. Doing words (present progressive tense) 11. Sentences (capital letters and full stops) 12. Doing words (present progressive tense) 13. Describing words (cardinal numbers) 14. Sentences (sentence order)	1. Nouns & Adjectives 2. Opposite adjectives 3. Collective Nouns 4. Present and Progressive Verbs 5. Proper Nouns 6. Sentences – making sense 7., 14. and 18. Contractions 8. and 23. Coordinating Conjunctions) 9., 21. And 26. Adverbs 10. Regular past simple tense verbs 11. Compound nouns 12. Sentences: statements, questions, exclamations, commands 13. Personal pronouns 15. Commas for lists 16. Comparative adjectives (-er) 17. Possessive apostrophes 19. and 22. Past progressive 20. Superlative adjectives 24. Homophones 25. Subordinating and coordinating conjunctions 27. Suffixes -er/-ing 28. Suffixes -ful/-less	1. Articles 2. Singular and plural 3. Adjectives 4. Sentences 5. Singular and plural 6. Adverbs 7. Prepositions 8. Verbs 9. Adjectives 10. Sentences (direct speech) 11. Pronouns 12. Adverbs 13. Adjectives 14. Verbs (tenses) 15. Singular and plural 16. Nouns 17. Adjectives 18. Prepositions 19. Capital letters 20. Sentences 21. Adjectives 22. Prefixes 23. Adverbs (adverbial phrases) 24. Suffixes 25. Conjunctions 26. Paragraphs 27. Verbs 28. Sentences (clauses)	1. Verbs: round-up of verb tenses 2. Sentences: main and subordinate clauses 3. Nouns: abstract 4. Sentences: direct speech 5. Suffixes: -ful, -ment, -tion, -l, -ness 6. Adjectives and adverbs: phrases, adverbials 7. Singular and plural: words ending in o 8. Pronouns: possessive 9. Verbs: past perfect tense – regular and irregular 10. Adverbs: adverbials 11. Sentences: subject, verb and object 12. Verbs: past perfect tense 13. Adjectives: possessive* (possessive determiner-correct term) 14. Sentences: direct and indirect speech 15. Verbs: past perfect tense 16. Adverbs: subordinate clauses 17. Nouns: noun phrases 18. Verbs: correct verb forms 19. Paragraphs 20. Sentences: double negatives 21. Pronouns 22. Verbs: synonyms 23. Adverbs: adverbials 24. Nouns: possessive 25. Sentences: direct speech 26. Nouns: plural and possessive 27. Adverbs: subordinate clauses, phrases fronted adverbial 28. Paragraphs: non-fiction	1. Singular and Plural (irregular plurals) 2. Pronouns and adjectives (possessives) 3. Verbs (round-up) 4. Sentences (direct speech) 5. Adverbs (clauses) 6. Nouns (singular and plural possessive) 7. Sentences (direct and indirect speech) 8. Sentences (subject and predicate) 9. Homophones 10. Verbs (formed with en, ate ify, and ise suffixes) 11. Adjectives (synonyms) 12. Pronouns (relatives) 13. Homonyms 14. Punctuation (apostrophes) 15. Sentences (subject and predicate) 16. Pronouns (repetition and clarity) 17. Sentences (relative clauses) 18. Verbs (auxiliary) 19. Punctuation (comma round-up) 20. Paragraph (adverbials) 21. Verbs (prefixes) 22. Confusing Words 23. Adverbs (sequence words and phrases/possibility) 24. Verbs (auxiliary -modals) 25. Sentences (main, adverb and relative clauses 26. Punctuation (commas to avoid ambiguity) 27. Punctuation (commas, brackets and dashes) 28. Sentences (improving writing)	1. Sentences (subject/object) 2. Sentences (subject/predicate) 3. Homophones and homonyms 4. Pronouns 5. Verbs (modal) 6. Sentences (relative clauses) 7. Verbs (tenses) 8. Sentences (simples and compound) 9. Confusing words 10. Sentences (subordinating inc conjunctions) 11. Improving Writing 12. Nouns (determiners and noun phrases) 13. Improving writing (organisational devices) 14. Confusing words 15. Punctuation (hyphens) 16. Sentences (speech) 17. Verbs (modal and auxillary) 18. Verbs (SVO) 19. Standard and Non-Standard English 20. Sentences (conditional clauses) 21. Punctuation (semi-colon and colon) 22. Paragraphs 23. Verbs (SVO) 24. Standard English 25. Punctuation (hyphen) 26. Sentences (multi-clauses) 27. Verbs (active and passive) 28. Standard English
	Book 2 1. Nouns and adjectives 2. Adjectives (opposites) 3. Nouns (collective) 4. Verbs (present continuous tense) 5. Nouns (proper nouns) 6. Sentences (making sense) 7. Apostrophes 8. Conjunctions 9. Adverbs 10. Verbs (past tense) 11. Compound Nouns 12. Sentences (Statements/questions/exclamations) 13. Personal pronouns 14. Apostrophes – contractions 15. Commas (lists in sentences)					