

Writing	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge & skills	<p><u>Transcription</u> Children learn to spell through the Little Wandle phonics scheme. Children will be taught to split spoken words into phonemes and record these using graphemes. Children will use their phonic knowledge to spell words.</p> <p>Children learn to form lower and upper case letters correctly in line with Little Wandle.</p> <p>Children will learn to use some full stops and capital letters in their writing.</p>		<p><u>Transcription</u> Children continue to be supported by Little Wandle as needed. Whole class teaching of spelling will then continue through 'The Spelling Book' programme. Children will learn to choose the correct grapheme from known alternatives. They will learn to use a range of suffixes and prefixes. Children will use apostrophes for the most commonly contracted words and for singular possession. Children will be able to distinguish between homophones and near homophones. Children will start to use a dictionary to check spelling. Children will use their phonic knowledge and their developing knowledge of morphology to spell words correctly.</p>		<p><u>Transcription</u> Following the school's handwriting policy, children will write legibly, fluently and with increasing speed. Children will develop the ability to choose which shape of letter to use, deciding when and when not to join and to choose the best writing implement for a specific task.</p>		
	<p><u>Composition</u> Through discussion with adults, children learn to "Think it, Say it, Write it". They are taught to re-read their writing to ensure it makes sense.</p>		<p>Children will follow the school's handwriting policy. They will form all letters correctly, with accurate sizing and spacing and with clear ascenders and descenders. They will learn to use diagonal and horizontal joins as well as which letters, when adjacent, are best left unjoined (break letters).</p> <p>Children will learn to use: full stops, capital letters, question marks, exclamation marks, apostrophes and inverted commas for direct speech.</p>		<p>Each year group will follow 'The Spelling Book' programme to develop spelling knowledge and skills. Children will continue to learn to distinguish between homophones and near homophones. They will use further prefixes and suffixes.. Children will use a dictionary and thesaurus to check the meaning and spelling of words and to find synonyms. Children will use their phonic knowledge and further knowledge such as morphology and etymology to spell words correctly.</p>		
	<p><u>Composition</u> Children will learn to plan their writing and will begin to take into account audience and purpose. They will develop their Tier 1 and Tier 2 vocabulary through Vocab Ninja Word of the Day. In narrative writing, children will write with a clear structure and will develop settings, characters and plot including resolutions and endings. In non-narrative writing, they will start to learn to use simple organisational devices such as heading and subheadings. Children will compose sentences using a wider range of structures. Children will begin to organise ideas into paragraphs and to suggest improvements to their work after self and peer assessment.</p> <p>Children will read aloud their writing using appropriate intonation and controlling the tone and volume so meaning is clear.</p>		<p><u>Composition</u> Children will learn to plan their writing and will begin to take into account audience and purpose. They will develop their Tier 1 and Tier 2 vocabulary through Vocab Ninja Word of the Day. In narrative writing, children will write with a clear structure and will develop settings, characters and plot including resolutions and endings. In non-narrative writing, they will start to learn to use simple organisational devices such as heading and subheadings. Children will compose sentences using a wider range of structures. Children will begin to organise ideas into paragraphs and to suggest improvements to their work after self and peer assessment.</p>		<p><u>Composition</u> Children will learn to plan their writing by noting and developing initial ideas. They will draw on reading and research where necessary. In writing narrative, children will consider how authors have developed characters and settings in books they have read and listened to.</p> <p>When writing, children will select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Children will become more confident in using language in a greater variety of situations, for a variety of audiences and purposes. Children will develop their use of new vocabulary, particularly Tier 2 words through Vocab Ninja Word of the Day and Tier 3 words through subject specific writing. Children will use paragraphs to effectively organise their writing. They will use a wide range of devices to build cohesion within and across paragraphs. In narrative writing, they will describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Children will use further organisational and presentational devices to structure text and guide the reader.</p> <p>Children will learn to assess the effectiveness of their own and others' writing. They will propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. They will ensure consistent and correct use of tense throughout a piece of writing and will ensure subject and verb agreement. Children will proof-read for spelling and punctuation errors.</p> <p>They will perform their own writing using appropriate intonation, volume and movement.</p>		

<p>Expectations</p>	<p><b>Handwriting</b> Place letters across the page left to right. Form most lower case letters correctly.</p> <p><b>Spelling</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters, using their phonic knowledge.</p> <p><b>Composition</b> Write simple phrases and sentences that can be read by others.</p>	<p><b>Handwriting</b> Use dynamic tripod grip to hold pencil.</p> <p>Form digits, lower and upper case letters correctly.</p> <p><b>Spelling</b> Identify known phonemes in unfamiliar words.</p> <p>Use syllables to divide words when spelling.</p> <p>Use what is known about alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Use the spelling rules for adding 's' or 'es' for verbs in the third person singular.</p> <p>Use the suffixes 'est', 'ed', 'er' and 'ing' within my writing.</p> <p>I know how the prefix 'un' can be added to words to change meaning.</p> <p>Spell some common exception words.</p> <p>Name all the letters of the alphabet in order.</p> <p>Use letter names to show alternative</p>	<p><b>Handwriting</b> Form digits, upper and lower case letters of correct size relative to one another.</p> <p>Use some joining and understand which letters are best left unjoined.</p> <p><b>Spelling</b> Spell words by segmenting them into phonemes and record these as graphemes, spelling many correctly.</p> <p>Use my knowledge of alternative phonemes to narrow down the possibilities for accurate spelling.</p> <p>Spell some common homophones..</p> <p>Spell many common exception words.</p> <p>Spell some longer words using suffixes such as ment, ness, ful, less and ly.</p> <p>Use apostrophes for the most common contracted words.</p> <p><b>Composition</b> Write from memory sentences as dictated by the teacher that include CEWs and punctuation taught so far..</p> <p>Plan and discuss the content of writing and record ideas.</p>	<p><b>Handwriting</b> Use diagonal and horizontal strokes needed to join letters.</p> <p>Use a pen in discrete handwriting sessions.</p> <p><b>Spelling</b> Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words..</p> <p>Identify the root words in longer words.</p> <p>Recognise and spell additional homophones.</p> <p>Spell words correctly which are in a family. .</p> <p>Spell around half of the commonly misspelt words from Year 3 and Year 4 word list.</p> <p><b>Composition</b> Plan writing by discussing and recording ideas.</p> <p>Discuss models of writing noting its structure and particle features and use of vocabulary.</p> <p>Compose sentences using a wider range of structures</p>	<p><b>Handwriting</b> Ensure down strokes of letters are parallel and equidistant.</p> <p>Ensure that lines of writing are sufficiently spaced so that ascenders and descenders do not touch.</p> <p>Use a pen more widely in writing.</p> <p><b>Spelling</b> Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words with prefixes and suffixes and understand how to add these to root words.</p> <p>Recognise and spell additional homophones.</p> <p>Spell the commonly misspelt words in the Year 3 and Year 4 word list.</p> <p><b>Composition</b> Compose sentences using a range of sentence structures.</p> <p>Orally rehearse a sentence or a sequence of sentences.</p> <p>Write a narrative with a clear structure setting and plot.</p> <p>Improve my writing by changing grammar and</p>	<p><b>Handwriting</b> Write legibly, fluently and with increasing speed.</p> <p>Begin to develop personal style.</p> <p>Choose the writing tool best suited to the task.</p> <p><b>Spelling</b> Form verbs with prefixes.</p> <p>Convert nouns or adjectives into verbs by adding a suffix.</p> <p>Understand the rules for adding prefixes and suffixes.</p> <p>Spell words with silent letters.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell around half of the commonly misspelt words from the Year 5 and Year 6 word list.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Use a thesaurus.</p> <p>Use a range of spelling strategies.</p>	<p><b>Handwriting</b> Develop personal style by choosing which shape of letter to use when given choices and by deciding whether or not to join specific letters.</p> <p><b>Spelling</b> Convert verbs into nouns by adding a suffix.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell the commonly misspelt words from the Year 5 and Year 6 word list.</p> <p>Understand that the spelling of some words that needs to be learnt specifically.</p> <p>Use any dictionary or thesaurus.</p> <p>Use a range of spelling strategies.</p> <p><b>Composition</b> Identify the audience for and purpose of a [piece of writing.</p> <p>Choose the appropriate form and register for the audience and purpose of a piece of writing.</p>
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		<p>spellings of the same phoneme.</p> <p><b>Composition</b> Write from memory simple sentences as dictated by the teacher that include CEWs and punctuation taught so far..</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences in chronological order to recount an event or experience.</p> <p>Read what has been written to check that it makes sense.</p> <p><b>Grammar</b> Combine words to make a sentence.</p> <p>Join two sentences using and.</p> <p>Sequence sentences to form a narrative.</p> <p><b>Punctuation</b> Separate words with finger spaces.</p> <p>Use capital letters to start the sentence.</p> <p>Use a full stop, question mark or</p>	<p>Orally rehearse structured sentences or sequences of sentences..</p> <p>Write narratives about personal experiences and those of others, both real and fictional.</p> <p>Write for different purposes including about real events.</p> <p>Evaluate writing independently, with peers and with adults by making simple additions and corrections.</p> <p>Proof-read to check for errors in spelling, punctuation and grammar.</p> <p><b>Grammar</b> Use subordination (using when, if, that, because) and coordination (using or, and or but.).</p> <p>Use expanded noun phrases for description and specification.</p> <p>Say how the grammatical patterns in a sentence indicate its function.</p> <p>Consistently use the present and past tense correctly</p> <p>Use the progressive forms of verbs in the past and present tense.</p> <p><b>Punctuation</b> Use full stops and capital letters mostly consistently.</p>	<p>Write non-narrative texts using simple organisational devices such as headings and subheadings.</p> <p>Write a narrative with a clear structure, setting, characters and plot..</p> <p>Suggest improvements to my own writing and that of others.</p> <p><b>Grammar</b> Express time, place and cause by using conjunctions adverbs and prepositions.</p> <p>Start to use paragraphs.</p> <p>Use headings and subheadings.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p><b>Punctuation</b> Use inverted commas for some direct speech punctuation.</p> <p>Use apostrophes for plural possession.</p> <p>Start to use commas to mark clauses and phrases.</p>	<p>vocabulary to improve consistency.</p> <p>Use a range of sentences which have more than one clause.</p> <p>Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Use direct speech in my writing and punctuate it correctly.</p> <p><b>Grammar</b> Use noun phrases which are expanded by adding modifying adjectives nouns and preposition phrases.</p> <p>Use fronted adverbials.</p> <p>Write in paragraphs.</p> <p>Make appropriate choice of pronoun and noun within and across sentences.</p> <p><b>Punctuation</b> Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use apostrophes to mark plural possession.</p> <p>Use commas after fronted adverbials.</p>	<p><b>Composition</b> Discuss the audience and purpose of the writing.</p> <p>Start sentences in different ways.</p> <p>Use correct features and sentence structures to match the text type being worked on.</p> <p>Develop characters, action and dialogue.</p> <p>Establish a viewpoint of the writer, commenting on characters and events.</p> <p>Use grammar and vocabulary to create an impact on the reader.</p> <p>Use stylistic devices to create effect in writing.</p> <p>Add well chosen detail to interest the reader.</p> <p>Summarise a paragraph.</p> <p>Organise writing into paragraphs to show different information or events.</p> <p><b>Grammar</b> Use relative clauses.</p>	<p>Use grammatical structures and features and choose vocabulary appropriate to the audience. purpose and degree of formality to make meaning clear and create effect.</p> <p>Use a range of sentence starters to create specific effects.</p> <p>Use developed noun phrases to add detail to sentences.</p> <p>Use the passive voice to present information with a different emphasis.</p> <p>Use commas to mark phrases and clauses.</p> <p>Sustain and develop ideas logically in narrative and non narrative writing.</p> <p>Use character, dialogue and action to advance events in narrative writing.</p> <p>Summarise a text, conveying key information in writing.</p> <p><b>Grammar</b> Use a passive voice.</p>
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		<p>exclamation mark to end a sentence.</p> <p>Use capital letters for names.</p> <p>Use personal pronoun I.</p>	<p>Use capital letters for most proper nouns and the personal pronoun I..</p> <p>Correctly use exclamation marks and question marks.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark contraction and singular possession.</p>		<p>Use adverbs or modal verbs to indicate a degree of possibility.</p> <p>Build cohesion between paragraphs.</p> <p>Use adverbials to link paragraphs.</p> <p><b>Punctuation</b> Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Vary sentence structure depending whether tone is formal or informal.</p> <p>Use a variety of organisational and presentational devices correct to the text type.</p> <p>Write in paragraphs which can clearly signal a change in time, place, subject or event.</p> <p><b>Punctuation</b> Use a semicolon: and dash.</p> <p>Use a colon to introduce a list and a semicolon within lists.</p> <p>Use a hyphen to avoid ambiguity.</p>
Vocabulary	Word, sentence, capital letter, upper and lower case, full stop, exclamation mark, question mark, suffix, grapheme, phoneme, digraph, trigraph	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, speech marks	determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, break, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.			
Long Term Planning Link	<p><b>Year A</b> <b>Toys:</b> Narrative Labels, lists and captions Traditional Tales and fairy tales <b>EY:</b> Bear Hunt, Each Peach Pear Plum, Gruffalo, Stickman <b>Y1:</b> Farmer Duck, Paper Dolls, Not a Stick, Billy's Bucket, Everywhere Bear, Where's My Teddy?</p> <p><b>Superheroes: Narrative, Recount</b> Supertato, Evil Pea, Superdaisy, Elliot Midnight Superhero, Owl Babies, Peace at Last, Superhero Hotel <b>Journeys:</b> Narrative, Poetry Very Hungry Caterpillar, I Will Never Ever Eat a Tomato, Handa's Surprise</p>	<p><b>Year A</b> Weather: Narrative Letter Lila and the Secret of Rain David Conway &amp; Jude Daly, The Rhythm of the Rain Grahame Baker-Smith, Storm Sam Usher</p> <p><b>Great Fire of London:</b> Recount, Information Text Toby and The Great Fire Of London Margaret Nash and Jane Cope, Vlad and the Great Fire of London Kate Cunningham and Sam Cunningham</p> <p><b>Romans: Poetry, Instructions</b> Romans on the Rampage Jeremy Strong, Romans Rule – poems</p> <p><b>Year B</b></p>	<p><b>Year A:</b> <b>Rivers:</b> Explanation, Narrative Wind in the Willows Kenneth Grahame</p> <p><b>World War II:</b> Poetry, Recount <b>Y4:</b> Umbrella Mouse Anna Fargher <b>Y5/6:</b> Letters from Lighthouse Emma Carroll</p> <p><b>Ancient Greeks:</b> Myths, Non-Chronological Report Shadow of the Minotaur</p> <p><b>Year B</b> <b>Heslington Past and Present:</b> Newspaper report, Narrative Cogheart Peter Bunzl</p> <p><b>Anglo-Saxons &amp; Scots:</b> Legends, Poetry Beowulf Michael Morpurgo</p>			

	<p><b>Year B</b>  <b>Schools: Narrative Labels, lists and captions</b>  Traditional Tales and fairy tales  Funnybones, Tiger Who Came to Tea,  Pumpkin Soup</p> <p><b>Adventures: Narrative, Recount</b>  We're going on a Bear Hunt, Where the Wild Things Are, Hairy Mclary</p> <p><b>Our World:</b> Narrative, Poetry  Very Hungry Caterpillar, Flat Stanley,  Beegu</p>	<p><b>Schools Now and Then: Narrative, Recount</b>  Folk tales from non-European country</p> <p><b>Explorers: Non-chronological Report, Instructions</b>  Amazing Expeditions – Journeys that Changed the World Anita Ganeri &amp; Michael Mullan, Captain Cat and the Treasure Map Sue Mongredien</p> <p><b>On The Move: Poetry, Explanation Text</b>  Journey Aaron Becker, The Hundred Decker Bus  Mike Smith, Cycle City Alison Farrell</p>	<p><b>Egyptians:</b> Persuasion, Letter  Secrets of a Sun King Emma Carroll</p> <p><b>Year C:</b>  <b>Anglo-Saxons and Vikings:</b> Narrative, Instructions  <b>Y4:</b> Odd and the Frost Giants/How to Train Your Dragon  <b>Y5:</b> Riddle of the Runes  <b>Y6:</b> Viking Boy</p> <p><b>Stone Age:</b> Diary, Information Text  Stig of the Dump, The Boy With The Bronze Axe</p> <p><b>Chocolate:</b> Poetry, Letter  Explorer Katherine Rundell</p>
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