



# Whole-School Curriculum Progression Map

## Writing

### Part One: Writing Transcription

Writing Transcription	EYFS (3 & 4Yr olds – ELG)	KS 1		KS2		
	3 & 4 Yr olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Phonics and Spelling Rules	<p><u>Literacy</u></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p><u>Literacy</u></p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>ELG</b></p> <p><u>Literacy</u></p> <p><b>Spell words by identifying the sounds and then writing the sound with the letter/s.</b></p> <p><i>*As a school we follow the <b>RWinc programme</b> and have detailed assessment sheets that demonstrate the sounds children can use to spell words as a summative judgement at the end of the year.</i></p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz'</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>the /r/ sound spelt 'wr' (e.g. write, written);</li> </ul>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words</p>

		<p>and 'ck'</p> <ul style="list-style-type: none"> <li>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'ch' and exceptions;</li> <li>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs as detailed in our Read, Write Inc phonic reading progression (<i>Set 1, 2 and 3 sounds inc all less common additional sounds to be taught in preparation for phonics screening check</i>)</li> </ul>	<ul style="list-style-type: none"> <li>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>the /i:/ sound spelt -ey: the plural forms of these words are made by</li> </ul>	<p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)</p>	<p>/ shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the</p> <p>/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>
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			<p>the addition of -s (e.g. donkeys, monkeys);</p> <ul style="list-style-type: none"> <li>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li> </ul> <p>the /z/ sound spelt 's' (e.g. television, usual).</p>			
<b>Common Exception Words</b>	<i>Expectation detailed in Foundation YG assessment sheet</i>	To spell all Y1 common exception words correctly. To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly. Continue to spell days of the week correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly. Continue to spell days of the week correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly. Continue to spell days of the week correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly. Continue to spell days of the week correctly.
<p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i></p>						

Prefixes and suffixes

To use -s and -es to form regular plurals correctly.

To use the prefix 'un-' accurately.

To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).

To spell simple compound words (e.g. dustbin, football).

To read words that they have spelt.

To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.

To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.

To learn the possessive singular apostrophe (e.g. the girl's book).

To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.

To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)

To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).

To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.

To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).

To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.

To use the first two or three letters of a word to check its spelling in a dictionary.

To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non

To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).

To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).

To use their spelling knowledge to use a dictionary more efficiently.

To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate)

To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).

To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).

To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary..

Writing Transcription	EYFS (3 & 4Yr olds – ELG)	KS1		KS2		
	3 & 4 Yr olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Letter formation, placement, and positioning	<p><i>Physical Development</i> -Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.</p> <p><i>Literacy</i> -Write some letters accurately</p> <p><i>Physical Development</i> -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Literacy</i> -Form lower case and capital letters correctly.</p> <p><i>ELG - Physical Development</i> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><i>Literacy</i> - Write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Begin to use some of the diagonal and horizontal strokes needed to join letter and understands which letters, when adjacent to one another, are best left unjoined.</p>	<p>Continue to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p> <p>To increase the legibility, consistency and quality of their handwriting [e.g 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>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>
	R,W,Inc	<p><u>Stage 1a</u> – Practise letter formation with mnemonic rhymes</p> <p><u>Stage 1b</u> -Understand where to place letters on the line</p>	<p><u>Stage 1a</u> – Practise letter formation with mnemonic rhymes</p> <p><u>Stage 1b</u> -Understand where to place letters on the line</p>	<p><u>Stage 2</u> – Introduce arm to join (diagonal) and washing line to join (horizontal)</p> <p>Focus on 'arm to boat' letters to begin with</p>	<p><u>Stage 2</u> – Continue to practise and model arm to join (diagonal) and washing line to join (horizontal)</p> <p>Develop accuracy and presentation with both arm and washing line joins to boat, sun and curl round letters.</p> <p>Children understand b, q, g, j, s, y, z, p are best left unjoined</p>	



## Part Two: Writing Composition

Writing Composition	EYFS (3 & 4Yr olds – ELG)	KS1		KS2		
	3 & 4 Yr olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Planning, writing and editing	<p><u>Communication &amp; Language</u></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><u>Literacy</u></p> <p>Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.</p> <p><u>Expressive Arts and Design</u></p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p><u>Communication &amp; Language</u></p> <p>• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p>

understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Literacy** - Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.

**Expressive Arts & Design** -Develop storylines in their pretend play.

**ELG – Literacy** - 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.

**Expressive Arts & Design** - Invent, adapt and recount narratives and stories with peers and teachers.

### Planning

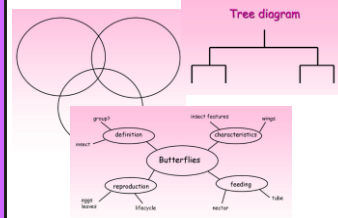
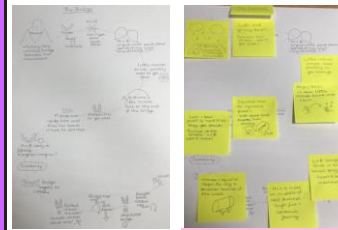
In EYFS, children experience story map planning as modelled by the teacher focusing on boxed up, sequenced sentences as in Yr 1. Children may write dictated sentences from a planned image to build their confidence with the process.

### Planning

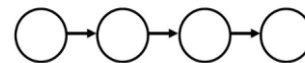


Focus for planning in Yr 1 is very much on simple substitutions to modelled text map images using post-its etc.. Text maps/planning frames support children's need to sequence confidently and so will be boxed up visually in this way to support. This planning process will be consistent across fiction and non-fiction units to allow children to build confidence with using them.

### Planning



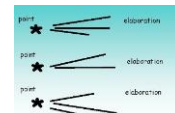
Variety of report/informative skeletons practised



Instruction



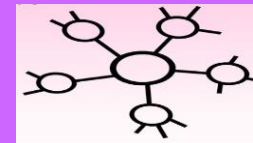
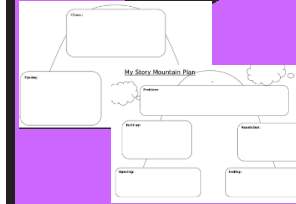
Recount



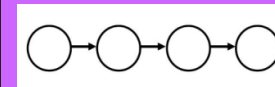
Persuasion

In Yr 2, children will continue to use substitutions to support the planning process but a wider variety of planning formats will be modelled.

### Planning



Report/informative text



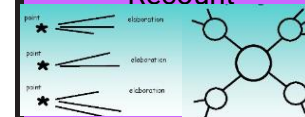
Instruction



Explanation



Recount



Persuasion

In Yr 3, we move away from substitution. However, key planning skeletons are modelled by the teacher with the model text for children to apply in their own context.

### Planning

In Yr 4, the children are now familiar with a wide range of planning formats that they have experienced across the school. During the learning journey, a key format will be modelled but children will be given options and allowed to make choices about the planning format they would like to use.

Communication & Language

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Communication & Language

Learn new vocabulary.

- Use new vocabulary throughout the day.
  - Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Develop social phrases. • Use new vocabulary in different contexts.
  - Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary

ELG - Communication & Language

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

To start to engage readers by using adjectives to describe

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear.

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well- structured and well-paced.

To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

\*To ensure children experience a wide range of non-fiction text types that are progressive year upon year, staff use the Henbury non-fiction roadmap that shows progression in information texts, explanation, instruction and persuasion.



Poetry Progression	<p><b>Acrostic Poems</b> linked to various contexts</p> <p>One word phrases for each letter</p> <p>Short and simple, shared for performances if appropriate</p> <p>Created individually or together as a group</p>	<p>Build on exploration of <b>Acrostic Poems</b> explored in Foundation.</p> <p><b>Haiku Poems</b></p> <p>3 lines – first and third have 5 syllables, second has 7</p> <p>Don't have to rhyme</p>	<p><b>Limerick Poems</b></p> <p>AABBA rhyming poem</p> <p>Lines 1, 2 and 5 longer than lines 3 and 4</p> <p>Final line is usually a punchline</p>	<p><b>Free Verse Poems</b></p> <p>Use a range of models to explore ensuring correct terminology is used to discuss and analyse</p>	<p><b>Ballad Poems</b></p> <p>Make links to songs and how verses fit into the rules of a 'Ballad'</p> <p>Typically 4 lines</p> <p>ABAB or ABCB</p>	
Poetry Terminology	<p><i>Acrostic, syllable, verse</i></p>	<p><i>Acrostic, syllable, verse, rhyme scheme</i></p>	<p><i>Acrostic, Limerick, syllable, verse, rhyme scheme, stanza, couplet</i></p>	<p><i>Acrostic, Limerick, Free Verse, syllable, verse, rhyme scheme, stanza, couplet, tercet, quatrain</i></p>	<p><i>Acrostic, Limerick, Free Verse, syllable, verse, rhyme scheme, stanza, couplet, tercet, quatrain, cinquain, sestet</i></p>	



# Part Three: Vocabulary, Grammar & Punctuation



Writing V, G, P	EYFS (3 & 4Yr olds – ELG)	KS1		KS2		
	3 & 4 Yr olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Sentence Construction and Tense	<p><u>Communication &amp; Language</u></p> <p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’ • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words</p>	<p>To use simple sentence structures.</p> <p>To form sentences with different form: question, exclamation</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use ‘a’ or ‘an’ correctly throughout a piece of writing.</p> <p>Use short sentences for emphasis and making key points.</p>	<p>To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p> <p>Select longer or shorter sentences carefully for impact on the reader. E.g. Short sentences to move along events and longer sentences to enhance description or information</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>
	<p><u>Communication &amp; Language</u></p> <p>• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.</p> <p><u>ELG - Communication &amp; Language</u></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>					

Communication & Language

- Use longer sentences of four to six words.

Communication & Language

Articulate their ideas and thoughts in well-formed sentences.

- Connect one idea or action to another using a range of connectives.

ELG

Communication & Language

Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

To begin to use the conjunction 'and' to link ideas and sentences.

To use the joining word (conjunction) 'and' to link ideas and sentences.

To begin to form simple compound sentences.

Begin to use adjectives to describe nouns.

To use co-ordination (or/and/but).

To use some subordination (when/if/ that/because).

To use expanded noun phrases to describe and specify (e.g. the blue butterfly).

Use a list of 3 for description. E.g. He wore old shoes, a dark cloak and a red hat.

Begin to use a selection of adverbs to begin sentences for a specific purpose. E.g. Finally, Carefully, Slowly,

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause. (To include adverb starters detailing where, when and how e.g.

*A few days ago,  
At the back of the eye,  
In a strange way,*)

Sentences of 3 for description, building on further embellishments from Year 2

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions

To expand noun phrases with the addition of ambitious modifying adjectives

To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition

Use a wide variety of fronted adverbials for detail

Simile starters e.g. Like a wailing cat, the ambulance..

'ed' clause starters  
'ing' clause starters  
Drop in 'ing' clauses  
Begin to use drop in relative clauses – who, whom, which, whose, that

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).

To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

Elaboration of a range of starters using adverbial phrases

\*For further examples and support when planning, staff refer to Pie Corbett's teaching guide for progression in writing year by year

Punctuation	<p>To use finger spaces.</p> <p>To use full stops to end sentences.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To use a comma after a fronted adverbial.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>
Use of Terminology	<p>To recognise and use the terms letter, capital letter, word, sentence and full stop.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial, including fronted adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>