



Writing Learning Journey

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing-transcription	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. 	<ul style="list-style-type: none"> Name the letters of the alphabet: Add prefixes and suffixes: Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p><u>Spell by:</u></p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus



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	<ul style="list-style-type: none">Links sounds to letters, naming and sounding the letters of the alphabet.Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Writes own name and other things such as labels, captions.Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple</p>		<ul style="list-style-type: none">add suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyApply spelling rules and guidance, as listed in English Appendix 1Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				
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	<p>sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p> <i>Uses phonic knowledge to write simple words.</i></p>						
<p>Writing-handwriting</p>	<p> Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p> Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p> Can copy some letters, e.g. letters from their name.</p> <p> Shows a preference for a dominant hand.</p>	<p> Sit correctly at a table, holding a pencil comfortably and correctly</p> <p> Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p> Form capital letters</p> <p> Form digits 0-9</p> <p> Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p> Form lower-case letters of the correct size relative to one another</p> <p> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p> Use spacing between words</p>	<p> 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</p> <p> Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p> 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</p> <p> Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p> <u>Write legibly, fluently and with increasing speed by:</u></p> <p> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p> Choosing the writing implement that is best suited for a task</p>	<p> <u>Write legibly, fluently and with increasing speed by:</u></p> <p> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p> Choosing the writing implement that is best suited for a task</p>



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	<ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.<u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.		that reflects the size of the letters.				
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<p>Writing-composition</p>	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary 	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and 	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and
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			<ul style="list-style-type: none"> Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to 	<ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <u>Evaluate and edit by:</u> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <u>Evaluate and edit by:</u> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Evaluate and edit by:</u> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Evaluate and edit by:</u> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing
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			make the meaning clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing- Vocabulary, grammar and punctuation	<u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<u>WORD</u> Regular plural noun suffixes, suffixes – 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives <u>SENTENCE:</u> Words combine to make sentences, joining words and clauses using 'and'	<u>WORD</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs <u>SENTENCE:</u> Subordination – when, if, that, because and coordination or,	<u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box). <u>SENTENCE:</u> Word families based on common words, showing how words are related in form	<u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box). <u>SENTENCE:</u> Word families based on common words, showing how words are related in form	<u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when,</i>	<u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when,</i>



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	<p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>TEXT</u> : Sequencing sentences to form short narratives</p>	<p>and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p> <p><u>TEXT</u> : Correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p>	<p>and meaning (solve, solution, solver, dissolve, insoluble).</p> <p><u>TEXT</u>: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>and meaning (solve, solution, solver, dissolve, insoluble).</p> <p><u>TEXT</u>: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p><i>whose</i>, <i>that</i> or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>TEXT</u>: Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p>	<p><i>whose</i>, <i>that</i> or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>TEXT</u>: Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p>
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		<p>PUNCTUATION: Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p> <p>TERMINOLOGY: Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>PUNCTUATION: Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p> <p>TERMINOLOGY: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>PUNCTUATION: Introduction to inverted commas to punctuate direct speech.</p> <p>TERMINOLOGY: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>PUNCTUATION: Introduction to inverted commas to punctuate direct speech.</p> <p>TERMINOLOGY: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>PUNCTUATION: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p> <p>TERMINOLOGY: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>PUNCTUATION: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p> <p>TERMINOLOGY: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p> See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>
Spelling	Phonics	<p> Revision of work from YR</p> <p> Sounds – f, l, s, z, k, ff, ll, ss, zz, ck,</p>	<p> Revision of work from YR and Y1</p> <p> Sounds – dge, ge, g, s sound spelt c</p>	<p> Revision of work from Y1 and Y2</p> <p> Sounds- the 'y' as in myth, 'ou' as in</p>	<p> Revision of work from Y1 and Y2</p> <p> Sounds- the 'y' as in myth, 'ou' as in</p>	<p> Revision of work from previous years</p> <p> Sounds- words ending in '—cious'</p>	<p> Revision of work from previous years</p> <p> Sounds- words ending in '—cious'</p>







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		<p>nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)</p> <p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p> <p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e. scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e. league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p>	<p>young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e. scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e. league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p>	<p>and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>
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				 Homophones and near homophones  See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail	 Homophones and near homophones  See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail		
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