



Writing

TRANSCRIPTION			
Spelling			
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <ul style="list-style-type: none"> Spell words by identifying the sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others 	<p>Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught. Common exception words. Days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix –un. Using –ing, -ed and –est where no change is needed in the spelling of the root word. <p>Apply simple spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance.</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Skills	<p>I can break the flow of speech into words, hear and say the initial sound in words and segment sounds in words and blend them together.</p> <p>I can give meanings to the marks I make as I draw, write, paint or use a keyboard or touch screen technology.</p> <p>I can spell some words in a phonically plausible way, even if sometimes incorrect.</p>	<p>I can spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>I can apply Y1 spelling rules and guidance.</p> <p>I can read words that I have spelt.</p> <p>I can take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>I can 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>I can recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling.</p> <p>I can apply further Y2 spelling rules and guidance.</p> <p>I can write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>I can 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.</p> <p>I can self-correct misspellings of words that pupils have been taught to spell</p>



Writing

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To spell some common high frequency words correctly.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell all Y1 common exception words correctly. To spell days of the week correctly. 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).</p>	<p>To spell some common homophones correctly (e.g. bare/bear, blue/blew, night/knight). To spell all Y1 and Y2 common exception words correctly. 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).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Topic / Coverage</p>	<p>Words in the provision linked to the Topic. Sound cards.</p>	<p>Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City</p>	<p>Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture</p>



Writing

Handwriting			
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG- Writing Children at the expected level will:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others <p>ELG- Fine motor skills Children at the expected level will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	<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’ (i.e. letters that are formed in similar ways) 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> <ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters.
Skills	<p>I can hold a pencil in a tripod grip to form recognisable letters.</p> <p>I can 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>I can 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>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form digits 0-9.</p>	<p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower case letters of the correct size, relative to one another.</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I have begun to use the diagonal and horizontal strokes needed to join letters.</p>
Knowledge	<p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways).</p>	<p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways).</p>	<p>To know which letters need to be joined and which letters need to be left.</p>
Topic / Coverage	<p>Sound cards to aid with formation</p>	<p>Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City</p>	<p>Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture</p>



Writing

COMPOSITION			
Planning, Writing and Editing			
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense 	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Proof-reading to check for errors in spelling, grammar and punctuation</p>
Skills	<p>I can break the flow of speech into words, hear and say the initial sound in words and segment sounds in words and blend them together.</p> <p>I can give meanings to the marks I make as I draw, write, paint or use a keyboard or touch screen technology.</p> <p>I can write simple sentences that can be read by others.</p>	<p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p>I can use adjectives to describe.</p>	<p>I can plan what I am going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils.</p> <p>I can reread to check that my writing makes sense and that the correct tense is used throughout.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
Knowledge	To recognise and use adjectives and conjunctions.	To recognise and use adjectives.	To understand the four different sentence types and the punctuation that should be used for each one.
Topic / Coverage	<p>Key words in the environment.</p> <p>Words in the environment linked to the Topic.</p> <p>Key word mats in writing areas.</p>	<p>Superheroes</p> <p>Moon Zoom</p> <p>Enchanted Woodland</p> <p>Dinosaur Planet</p> <p>Bright Lights, Big City</p>	<p>Wiggles and Crawls</p> <p>Beachcombers</p> <p>Tunnels, Turrets and Towers</p> <p>Great Fire of London</p> <p>The Scented Garden</p> <p>Mud, Mess and Mixture</p>



Writing

Awareness of Audience, Purpose and Structure

	EYFS	Year 1	Year 2
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by the peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry <p>Writing for different purposes</p>
Skills	<p>I can write for different purposes such as greeting cards, tickets, lists, invitations and stories.</p>	<p>I can use simple features of narratives, diaries, letters, instructions and non-chronological reports.</p> <p>I can make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> <p>I can use alliteration and onomatopoeia.</p> <p>I can read aloud my writing clearly and loudly.</p>	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events and I can write simple poetry.</p> <p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from my reading and my discussions about it (one- to-one and as a whole class) and from my wider experiences.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>
Knowledge	<p>To use developing phonic knowledge to write things such as labels and captions, which later progresses to simple sentences.</p> <p>To explain some simple features of narratives, lists and invitations.</p>	<p>To explain some simple features of narratives, diaries, letters, instructions and non-chronological reports.</p>	<p>To explain the features of a narrative.</p> <p>To explain the features of narratives, diaries, letters, instructions, non-chronological reports and balanced arguments.</p>
Topic / Coverage	<p>Lists in kitchen role play and outside role play.</p> <p>Card making in creative areas.</p> <p>Fairytale Topic – introduction to writing narratives.</p>	<p>Superheroes</p> <p>Moon Zoom</p> <p>Enchanted Woodland</p> <p>Dinosaur Planet</p> <p>Bright Lights, Big City</p>	<p>Wriggles and Crawls</p> <p>Beachcombers</p> <p>Tunnels, Turrets and Towers</p> <p>Great Fire of London</p> <p>The Scented Garden</p> <p>Mud, Mess and Mixture</p>



Writing

Vocabulary, Grammar and Punctuation			
Sentence Construction and Tense			
		Year 1	Year 2
National Curriculum	ELG- Writing Children at the expected level will: <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 		Learn how to use: <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Some features of written standard English.
Skills	I can use simple sentence structures.	I can use simple sentence structures.	I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English.
Knowledge	To identify whether a sentence is complete.	To identify whether a sentence is complete.	To explain the differences between the four sentences types and To explain and identify some features of Standard English.
Topic / Coverage		Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture



Writing

Use of Phrases and Clauses			
	EYFS	Year 1	Year 2
National Curriculum	ELG- Writing Children at the expected level will: <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Joining words and joining clauses using 'and'. Learning the grammar for year 1 in English Appendix 2. 	Learn how to use: <ul style="list-style-type: none"> Expanded noun phrases to describe and specify [for example, the blue butterfly]. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learning the grammar for year 2 in English Appendix 2.
Skills	I can use the conjunction 'and' to link ideas and sentences. I can begin to form simple compound sentences. (Exceeding ELG)	I can use the conjunction 'and' to link ideas and sentences. I can begin to form simple compound sentences.	I can use co-ordination (or/and/but). I can use some subordination (when/if/ that/because). I can use expanded noun phrases to describe and specify.
Knowledge	To explain when 'and' can be used in sentences. (Exceeding ELG)	To explain when 'and' can be used in sentences.	To explain the difference between the clauses.
Topic / Coverage	Taught through Literacy lessons and challenges linked to adding clauses to writing during continuous provision.	Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture



Writing

Punctuation			
	EYFS	Year 1	Year 2
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Leaving spaces between words. Beginning to punctuation sentences using a capital letter and a full stop, question mark or exclamation mark. Using capital letters for names of people, places, the days of the week and the personal pronoun 'I'. Learning the grammar for year 1 in English Appendix 2. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use: The grammar for year 2 in English Appendix 2</p>
Skills	<p>I can use a capital letter at the beginning of a sentence.</p> <p>I can use finger spaces.</p> <p>I can use a full stop to end my sentence.</p>	<p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can begin to use question marks and exclamation marks.</p>	<p>I can use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks; Commas to separate lists; Apostrophes to mark singular possession and contractions.
Knowledge	<p>To explain the purpose of capital letters and full stops and where they should be used.</p>	<p>To explain the purpose of capital letters and where they should be used.</p> <p>To identify questions and where question marks should be used.</p> <p>To identify where exclamation marks could be used.</p>	<p>To explain the importance of the punctuation used in their work and its purpose.</p>
Topic / Coverage	<p>Reminder cards for capital letter, finger spaces and full stops.</p>	<p>Superheroes</p> <p>Moon Zoom</p> <p>Enchanted Woodland</p> <p>Dinosaur Planet</p> <p>Bright Lights, Big City</p>	<p>Wiggles and Crawls</p> <p>Beachcombers</p> <p>Tunnels, Turrets and Towers</p> <p>Great Fire of London</p> <p>The Scented Garden</p> <p>Mud, Mess and Mixture</p>



Writing

	Use of Terminology		
	EYFS	Year 1	Year 2
National Curriculum		Use the grammatical terminology in English Appendix 2 in discussing their writing.	
Skills	When discussing their writing to use the terms: letter, capital letter, word, sentence and full stop.	When discussing their writing to use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	When discussing their writing to use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
Knowledge	To recognise and understand the terms: letter, capital letter, word, sentence and full stop.	To recognise and understand the meaning of the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and understand the meaning of the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
Topic / Coverage	Terminology taught when building sentences in each Literacy lesson.	Superheroes Moon Zoom Enchanted Woodland Dinosaur Planet Bright Lights, Big City	Wiggles and Crawls Beachcombers Tunnels, Turrets and Towers Great Fire of London The Scented Garden Mud, Mess and Mixture