



# Writing Progression

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"><li>• 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; writing 'm' for mummy.</li></ul>
Reception	Literacy	<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li></ul>
Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Shows a preference for a dominant hand.</li></ul>
	Literacy	<ul style="list-style-type: none"><li>• Write some letters accurately.</li></ul>

Reception	Physical Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>
ELG- End of Reception Assessment	Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>

## Writing: Composition

### Planning, Writing and Editing

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>

Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
ELG- End of Reception Assessment	Literacy	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>
<b>Awareness of Audience, Purpose and Structure</b>			

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
ELG- End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

## Writing: Vocabulary, Grammar and Punctuation

### Sentence Construction and Tense

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li><li>• Use longer sentences of four to six words.</li></ul>
Reception	Communication and Language		<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li></ul>
ELG- End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul>
<h3>Use of Phrases and Clauses</h3>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• Use longer sentences of four to six words.</li></ul>
Reception	Communication and Language		<ul style="list-style-type: none"><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li></ul>

ELG- End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Poetry and Performance</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
ELG- End of Reception Assessment	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>

	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<b>Non-Fiction</b>			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG- End of Reception Assessment	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>• Revise phase 4 phonics of LCP Phonics curriculum and teach and revise phase 5 and 6 (if time). Please see separate sheet for details</li> <li>• write words containing each of the 40+ phonemes taught</li> </ul>	<ul style="list-style-type: none"> <li>• Assess Phase 5 phonics on LCP assessments and teach/revise gaps for individual children or class as a whole. Please see separate sheet for details.</li> <li>• Teach and revise phase 6 phonics of LCP Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Teach and revise phase 6 phonics LCP Phonics curriculum. Please see separate sheet for details.</li> <li>• spell further homophones</li> <li>• spell words which are often misspelled (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words which are often misspelled (Appendix 1)</li> <li>• use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling</li> </ul>

	<ul style="list-style-type: none"> <li>• write common exception words</li> <li>• spell the days of the week correctly</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• Use knowledge of homophones to spell words correctly</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>	<p>curriculum. Please see separate sheet for details</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words,</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<p>and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<p>and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
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	<ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell words with contracted forms</li> </ul>	<p>including –ment, –ness, –ful, –less, –ly</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>				
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• write from memory a simple sentence dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a simple story by heart, write it from memory or perhaps with the aid of a story map.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory two or three simple sentences dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a story by heart, write it from memory or perhaps with the aid of a story map.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a story by heart, write it from memory without the aid of a story map.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a story by heart, write it from memory perhaps making some small changes to suit individual choices.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a story by heart, write it from memory perhaps making some changes to suit individual style or perhaps change of genre.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far.</li> <li>• Having learned a story by heart, write it from memory perhaps making some changes to suit individual style or perhaps change of genre or perspective.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• consistently sits correctly at a table, holding a pencil comfortably and correctly using a tripod grip</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• uses some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> <li>• consider the impact of changing handwriting to suit different pieces of writing</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> <li>• consider the impact of changing handwriting to suit different pieces of writing</li> </ul>

	<ul style="list-style-type: none"> <li>• starts to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• starts to use spacing between words that reflects the size of the letters.</li> </ul>	<p>correct size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> <li>• uses spacing between words that reflects the size of the letters.</li> </ul>				
<b>Contexts</b>	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• investigating writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• write story maps and other simple plans and then refer to them when writing</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• use 5 part story plan</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• use 5 part story plan</li> </ul>

	<ul style="list-style-type: none"> <li>starting to write story maps and use them to write</li> <li>use of word banks to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>use of word banks to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>and an increasing range of sentence structures</li> <li>write story maps of increasingly complicated stories</li> <li>use 5 part story plan</li> <li>use of word banks to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>and an increasing range of sentence structures</li> <li>use 5 part story plan</li> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense as they write</li> <li>use plan or story maps</li> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>use plan or story maps</li> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> <li>use plan or story maps</li> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>use plan or story maps</li> <li>use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and</li> </ul>

					<p>presentational devices to structure text and to guide the reader</p> <ul style="list-style-type: none"> <li>• use plan or story maps</li> <li>• use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>	<p>presentational devices to structure text and to guide the reader</p> <ul style="list-style-type: none"> <li>• use plan or story maps</li> <li>• use of word banks and thesaurus to support enhanced vocabulary choices</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• read what they have written aloud</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• check if they have written what they set out to – what is the same and what is different from their plan?</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils against their plan</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements against their plan</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>

					<ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• writing compound sentences using conjunctions such as because and or so</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>

			<p>cohesion and to avoid repetition</p> <ul style="list-style-type: none"> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	<p>cohesion and to avoid repetition</p>		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• apostrophes for contracted forms taught in Phase 4 and 5 phonics</li> </ul>	<ul style="list-style-type: none"> <li>• use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• using inverted commas for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• difference between plural and possessives</li> <li>• Standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice</li> </ul>	<ul style="list-style-type: none"> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• converting nouns or adjectives into verbs</li> </ul>	<ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect</li> </ul>

	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>separation of words with spaces</li> <li>sentence demarcation (. ! ?)</li> <li>capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>ordination (using or, and, or but)</li> <li>some features of written Standard English</li> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>sentence demarcation</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul>		of pronoun or noun to create cohesion	<ul style="list-style-type: none"> <li>verb prefixes</li> <li>devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; antonyms</li> <li>further cohesive devices such as grammatical connections and adverbials</li> <li>use of ellipsis</li> </ul>
<b>Terminology</b>	<p>letter capital letter lower-case letter word singular plural sentence punctuation full stop question mark exclamation mark phoneme grapheme digraph tri-graph apostrophe contraction sounds spelling homophone homograph syllable</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma phoneme grapheme digraph tri-graph contraction homophone homograph inverted commas</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas noun noun phrase statement question exclamation command compound adjective verb</p>	<p>determiner pronoun possessive pronoun adverbial phrase adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas tense (past, present, future)</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas determiner</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>

	vowel consonant	syllable vowel consonant	suffix adverb tense (past, present, future) apostrophe comma		pronoun possessive pronoun adverbial phrase	
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### **Reay's cursive handwriting script**

This handwriting style was chosen by Reay staff following extensive research around best practice for all pupils.

The key ideas behind this script are:

- All letters begin on the line to avoid any confusion around where to begin writing
- All letters are 'closed' to avoid confusion (for example, b,p)
- The pencil remains on the paper until the end of the word allowing for a smoother and more automatic writing process
- A cursive joined script taught when children begin to write avoids pupils having to learn a different joined style later on. This particularly benefits pupils with poor fine motor control and/or specific educational needs.

Please see below for examples of how each lower case letter is taught to be formed.

