



Terminology	Writing						
Progression in subject knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Planning and Drafting</p> <p>Orally compose each sentence or phrase</p> <p>Orally compose short narrative (3/5 part plot structure)</p> <p>Actions used to sequence</p>	<p>Orally compose each sentence, in sequence, to be written</p> <p>Orally compose short narrative (3/5 part plot structure), information and poetry</p> <p>Actions used to sequence</p> <p>Use boxing up and story maps to plan</p>	<p>Use own experiences, reading and modelled examples to influence the planning of what is to be written</p> <p>Orally compose what is to be written for different purposes (including poetry)</p> <p>Actions used to sequence</p> <p>Use boxing up, story maps and story mountains to plan</p> <p>Record potential vocabulary</p>	<p>Use own experiences, reading and modelled examples to influence the planning of what is to be written</p> <p>Orally compose what is to be written (including dialogue) for different purposes (including poetry)</p> <p>Actions used to sequence</p> <p>Use boxing up, story maps and story mountains to plan</p> <p>Record potential vocabulary</p>	<p>Use own experiences, reading and modelled examples to influence the planning of what is to be written</p> <p>Orally compose what is to be written (including dialogue, a developing varied vocabulary and an increasing range of sentence structures) for different purposes (including poetry)</p> <p>Actions used to sequence</p> <p>Use boxing up, story maps and story mountains to plan</p> <p>Record potential vocabulary</p>	<p>Use own experiences, reading and modelled examples to influence the planning of what is to be written</p> <p>Orally compose what is to be written (including dialogue, a developing varied vocabulary and an increasing range of sentence structures) for different purposes (including poetry)</p> <p>Discuss and develop ideas through planning methods</p> <p>Record potential vocabulary</p>	<p>Use own experiences, reading, modelled examples and identification of audience to influence the planning of what is to be written</p> <p>Be influenced by other authors</p> <p>Orally compose what is to be written (including dialogue, a rich vocabulary and a range of sentence structures) for different purposes (including poetry)</p> <p>Discuss and develop ideas through planning methods</p> <p>Record potential vocabulary and key words</p>	<p>Use own experiences, reading, modelled examples and identification of audience and purpose to influence the planning of what is to be written</p> <p>Be influenced by other authors</p> <p>Orally compose what is to be written (including dialogue, a rich vocabulary and a range of sentence structures) for different purposes (including poetry)</p> <p>Discuss and develop ideas, through planning methods, drawing on reading and research where necessary</p> <p>Use vocabulary and key words</p>
<p>Composition</p> <p>Write simple sentence or phrases</p>	<p>Write appropriately for a task (including poetry)</p> <p>Write each sequenced sentence to form short narrative or share information</p> <p>Write simple beginning, middle and end (3 part plot structure)</p>	<p>Write for different purposes (including poetry)</p> <p>Write simple, clear and coherent narrative about real or fictional experiences/events or to share information</p> <p>Write beginning, build up, middle, resolution and end (3/5 part plot structure)</p> <p>Begin to organise/group writing into themed paragraphs</p>	<p>Write to suit different purposes and a growing awareness of audience (including poetry)</p> <p>Write chronological, clear and coherent narrative about real or fictional experiences/events</p> <p>Write beginning, build up, middle, resolution and end (5 part plot structure)</p> <p>Show some features and structure of the genre/selected form</p> <p>Organise/group writing into themed paragraphs</p> <p>Begin to use titles and headings</p>	<p>Write to suit different purposes and audience (including poetry)</p> <p>Write chronological, clear, coherent and well-paced narrative about real or fictional experiences/events</p> <p>Show features and structure of the genre/selected form</p> <p>Organise/group writing into themed paragraphs to add cohesion</p> <p>Use titles and headings</p> <p>Use dialogue, although balance between dialogue and narrative may be uneven.</p>	<p>Write to suit different purposes and audience (including poetry)</p> <p>Write chronological, clear, coherent and well-paced narrative about real or fictional experiences/events</p> <p>Show features and structure of the genre/selected form</p> <p>Organise/group writing into themed paragraphs for cohesion and link ideas within and between them</p> <p>Use titles, headings and bullet points</p> <p>Regularly use dialogue to convey a character/event and to advance the action</p> <p>Begin to identify levels of formality and sometimes use appropriately</p> <p>Begin to recognise active and passive voice</p>	<p>Write consistently and accurately to suit different purposes and audience (including poetry)</p> <p>Write chronological, clear, coherent and well-paced narrative about real or fictional experiences/events</p> <p>Show features and structure of the genre/selected form</p> <p>Organise/group writing into themed paragraphs and build cohesion across them</p> <p>Expanded paragraphs to develop ideas in more depth</p> <p>Use further organisational and presentational devices to structure text and guide the reader (titles, headings, bullet points, underlining, tables and columns)</p> <p>Integrate dialogue to convey a character/event and advance the action</p> <p>Distinguish between language of speech and writing and choose the appropriate level of formality</p> <p>Use the subjunctive form in formal writing</p> <p>Use question tags in informal writing</p> <p>Use active and passive voice</p>	<p>Write consistently, accurately and effectively to suit different purposes and audience (including poetry)</p> <p>Write chronological, clear, coherent and well-paced narrative about real or fictional experiences/events</p> <p>Organise/group writing into themed paragraphs and build cohesion across them</p> <p>Expanded paragraphs to develop ideas in more depth</p> <p>Use further organisational and presentational devices to structure text and guide the reader (titles, headings, bullet points, underlining, tables and columns)</p> <p>Integrate dialogue to convey a character/event and advance the action</p> <p>Distinguish between language of speech and writing and choose the appropriate level of formality</p> <p>Use the subjunctive form in formal writing</p> <p>Use question tags in informal writing</p> <p>Use active and passive voice</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engaging the Reader: Vocabulary		Use adjectives to describe	Use adjectives Use noun phrases to describe some elements (characters, settings and objects) Use nouns Use pronouns Use verbs Use adverbs	Use expanded noun phrases to describe elements (characters, settings and objects) Make deliberate and ambitious word choices to add detail Use adverbs to enhance meaning Use determiners 'a', 'an' and 'the' Use prepositions to enhance meaning	Use expanded noun phrases, including within prepositions to describe elements Make deliberate and ambitious word choices to add detail and atmosphere Accurate use of nouns and pronouns (including possessive) to create cohesion Use determiners 'an', 'an', 'these', 'those' Use prepositional phrases	Describe elements and atmosphere with growing precision Make deliberate and ambitious word choices to add detail, atmosphere, humour and suspense, enhance mood, clarify meaning and create pace Include interesting details to engage and sustain the reader's interest Accurate use of nouns and pronouns to create cohesion Use modal verbs Use adverbs to build cohesion across paragraphs Use determiners Use prepositional phrases	Describe elements and atmosphere with precision Make deliberate and ambitious word choices that reflect what the writing requires Include interesting details to engage and sustain the reader's interest Accurate use of nouns and pronouns to create cohesion Use modal verbs Use adverbs to build cohesion across paragraphs Use determiners Use prepositional phrases Identify the subject and object
Engaging the Reader: Sentence Construction		Write simple sentences or sentence like structures Begin to use the conjunction 'and' for lists	Write simple compound sentences Use 'and' for lists and expanded noun phrases Begin to use co-ordinating conjunctions (and/but/or) Begin to use sub-ordinating (because/when/if) Use statement, question, command and exclamation sentences Begin to use fronted adverbials Mostly, use the present and past tense correctly, including the progressive form	Write simple sentences Use 'and' for lists and expanded noun phrases Use co-ordinating and sub-ordinating conjunctions to join clauses Use statement, question, command and exclamation sentences Use fronted adverbials Use the present and past tense correctly, including the progressive form and present perfect	Use 'and' for lists and expanded noun phrases Use a wider range of co-ordinating and sub-ordinating conjunctions, sometimes varying the position Use varying sentence types Use varying fronted adverbials Maintain an accurate tense throughout a piece of writing (including 1 st /3 rd person) Use standard English verb inflections mostly accurately	Use 'and' for lists and expanded noun phrases Use a broad range of co-ordinating and sub-ordinating conjunctions and vary the position Use varying sentence types Use varying fronted adverbials Maintain an accurate and consistent tense throughout all writing Use standard English verb inflections accurately Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and number Understand and use ' relative clauses ' by including relative pronouns : who, which, where, when, whose	Use 'and' for lists and expanded noun phrases Use a broad range of co-ordinating and sub-ordinating conjunctions and vary the position Use varying sentence types Use varying fronted adverbials Maintain an accurate and consistent tense throughout all writing including the correct subject and verb agreement when using singular and plural Use standard English verb inflections accurately Use the perfect form of verbs to mark relationships of time and cause Write a range of clause structures, varying their position within the sentence Use sentence length for impact

<p>Engaging the Reader: Editing</p>		<p>Begin to re-read writing to check for sense and errors</p> <p>Begin to edit work by: -correcting -revising</p>	<p>Re-read own writing to check for sense, errors and correct tense.</p> <p>Begin to edit own work by: -correcting -revising -adding</p>	<p>Re-read own and others' writing to check for sense, errors, correct tense, grammar, punctuation and spelling</p> <p>With increasing accuracy, edit own and others' work by: -correcting -revising -adding</p>	<p>Proofread own and others' writing for sense, errors and correct tense, grammar, punctuation, spelling and adding nouns/ pronouns for cohesion</p> <p>Edit own and others' work by: -correcting -revising -adding</p>	<p>Proofread own and others' writing for sense, errors and correct tense, grammar, punctuation, spelling and adding nouns/ pronouns for cohesion.</p> <p>Edit own and others' work by: -correcting -revising -adding</p> <p>Remove unnecessary repetition or irrelevant details</p>	<p>Habitually proofread own and others' writing</p> <p>Edit own and others' work by: -correcting -revising to enhance effects or clarify meaning -adding</p> <p>Remove unnecessary repetition or irrelevant detail</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use this knowledge to make improvements to writing using a dictionary and thesaurus</p>
<p>Engaging the Reader: Sharing</p>		<p>Discuss writing with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard</p>	<p>Read writing aloud, to a group or the whole class, with appropriate intonation to make the meaning clear</p>	<p>Read writing aloud, to a group or the whole class, with appropriate intonation to make the meaning clear</p>	<p>Read writing aloud using appropriate intonation and control of volume so that the meaning is clear</p>	<p>Read/perform writing aloud, with confidence, using appropriate intonation, control of volume and movement so that meaning is clear</p> <p>Begin to summarise longer passages</p>	<p>Read/perform writing aloud, with confidence, using appropriate intonation, control of volume and movement so that meaning is clear</p> <p>Summarise longer passages</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handwriting</p>		<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Know some letters are similar and go into groups</p> <p>Hold pencil correctly and comfortably</p> <p>Spaces between words</p>	<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Know the letter groups</p> <p>Hold pencil correctly and comfortably</p> <p>Spaces between words that fit writing size</p> <p>Writing is legible</p>	<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet</p> <p>Writing is legible and showing increasing accuracy and speed</p> <p>Maintain standard in the foundation subjects</p> <p>Choose the best suited writing implement for a task</p>	<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>Writing is consistently legible and shows accuracy and speed</p> <p>Maintain standard in the foundation subjects</p> <p>Choose the best suited writing implement for a task</p>	<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Writing is always spaced well</p> <p>Writing is always legible and shows accuracy</p> <p>Good speed for focus on writing content (standard sometimes maintained for extended pieces)</p> <p>Maintain standard in the foundation subjects</p> <p>Choose appropriate standard for particular tasks (note taking/final version)</p> <p>Make choices when it is appropriate to alter handwriting/font (posters/labelling)</p> <p>Choose the best suited writing implement for a task</p>	<p>Using Slade expectations, correctly form lowercase, capitals and digits in relationship to each other</p> <p>Start and finish letters correctly</p> <p>Writing is always spaced well</p> <p>Writing is always legible and shows accuracy</p> <p>Good speed for focus on writing content (standard mostly maintained for extended pieces)</p> <p>Maintain standard in the foundation subjects</p> <p>Choose appropriate standard for particular tasks (note taking/final version)</p> <p>Make choices when it is appropriate to alter handwriting/font (posters/labelling)</p> <p>Choose the best suited writing implement for a task</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capital Letters (C) Full Stops (.)	Spaces between words Some use of Capital letter and a full stop	Spaces between words Know meaning of punctuation Capital letter and a full stop to demarcate some sentences (more than 50%) Capital letters for the names of some people, places, days of the week and personal pronoun 'I'	Spaces between words Capital letter and a full stop to demarcate most sentences (more than 80%) Capital letters for some proper nouns and the personal pronoun 'I'	Spaces between words Capital letter and a full stop to demarcate most sentences (more than 90%) Capital letters for most proper nouns and the personal pronoun 'I'	Spaces between words Capital letter and a full stop to demarcate sentences Capital letters for proper nouns and the personal pronoun 'I'	Spaces between words Capital letter and a full stop to demarcate sentences Capital letters for proper nouns and the personal pronoun 'I'	Spaces between words Capital letter and a full stop to demarcate sentences Capital letters for proper nouns and the personal pronoun 'I'
Question Marks (?) Exclamation Marks (!)		Question marks and exclamation marks beginning to be used to demarcate some sentences when required	Question marks and exclamation marks to demarcate some sentences when required	Question marks and exclamation marks to demarcate most sentences when required	Question marks and exclamation marks to demarcate sentences when required	Question marks and exclamation marks to demarcate sentences when required	Question marks and exclamation marks to demarcate sentences when required
Commas (,)			Commas in lists Commas in expanded noun phrases	Commas in lists Commas in expanded noun phrases Commas after a fronted adverbial Commas beginning to be used to separate clauses	Commas in lists Commas in expanded noun phrases Commas after a fronted adverbial Commas to separate some clauses	Commas in lists Commas in expanded noun phrases Commas after a fronted adverbial Commas to separate clauses Commas beginning to be used to clarify meaning or avoid ambiguity Commas beginning to be used to indicate parenthesis	Commas in lists Commas in expanded noun phrases Commas after a fronted adverbial Commas to separate clauses Commas to clarify meaning, enhance meaning or avoid ambiguity Commas to indicate parenthesis
Apostrophes (')			Apostrophe for some common contractions Apostrophe for singular possession	Apostrophe for most contractions Apostrophe for singular possession Apostrophes for some plural possession (regular)	Apostrophe for contractions Apostrophe for singular possession Apostrophes for plural possession (regular and irregular)	Apostrophes used in a variety of ways	Apostrophes used in a variety of ways
Inverted Commas (“ ”)				Inverted commas to show direct speech	Inverted commas to show direct speech (including punctuation within and surrounding them)	Inverted commas to show direct speech (including punctuation within and surrounding inverted commas)	Inverted commas to show direct speech (including punctuation within and surrounding inverted commas)
Brackets () Hyphens (-)						Brackets or hyphens beginning to be used to indicate parenthesis Hyphen to join prefix to root	Brackets or hyphens to indicate parenthesis Brackets or hyphens to clarify meaning, enhance meaning or avoid ambiguity
Ellipsis (...) Colon (:) Semi-Colon (;)						Ellipsis, colons and semi-colons beginning to be used	Ellipsis , colons and semi-colons used to clarify meaning, enhance meaning or avoid ambiguity
Bullet Points						Bullet points	Bullet points

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics/Spelling	<p>Use phonic knowledge to attempt to spell unknown words</p> <p>Begin to name the letters of the alphabet in order</p> <p>Begin to use letter names to distinguish between digraphs and trigraphs</p>	<p>Use phonic knowledge to attempt to spell unknown words</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Write from memory simple dictated sentences</p> <p>Spell days of the week</p>	<p>Use phonic knowledge to spell phonetically regular words and make phonetically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Write from memory simple dictated sentences</p> <p>Use a dictionary</p>	<p>Accurately spell phonetically regular words and make phonetically plausible attempts at others</p> <p>Write from memory simple dictated sentences with punctuation</p> <p>Use a dictionary</p>	<p>Write from memory dictated sentences with punctuation</p> <p>Use a dictionary efficiently</p>	<p>Write from memory dictated sentences with punctuation and words from KS2 curriculum</p> <p>Use a dictionary efficiently</p> <p>Use a thesaurus</p>	<p>Write from memory dictated sentences with punctuation and words from KS2 curriculum</p> <p>Use dictionary and thesaurus efficiently</p>
	<p>s a t p l n m d g o c k k e u r h b f ff l ll ss j v w x y z zz qu ch sh th th ng long oo ar short oo ow ee ur ai or oa er igh air oi ear ure</p> <p>CCVC CVCC</p> <p>Two syllable words</p> <p>Compound words</p>	<p>ff ss zz ll ck nk tch ve ai oi ay oy</p> <p>Suffix: s, es (Singular/Plural)</p> <p>a-e e-e i-e o-e u-e ar ee</p> <p>Suffix: ing, ed</p> <p>ea ea er ir ur oa oo (u) oo</p> <p>Suffix: er, est</p> <p>oe ou ow ow ue ue ew ew</p> <p>i before</p> <p>ie ie igh or ore aw au air</p> <p>Prefix: un</p> <p>ear ear (air) are y ph wh e o</p> <p>Two syllable words</p> <p>Compound words</p>	<p>dge g c kn gn wr le el il al</p> <p>homophones (near)</p> <p>Suffix: drop e, double letter, y to i</p> <p>y al(or) o(u) ey w-a(o) w-or(er) w-ar(or) s(zsh) ti i</p> <p>Suffix: ment, ness, ful, less, ly, tion</p> <p>Contractions Singular possession</p>	<p>ei eigh ey l asy ch que que ch ou</p> <p>Suffix: ly, er, ed, ing, en, ation (form nouns), sure, tion, sion, ssion</p> <p>Prefix: dis, mis, bi, re, de, super, anti, in</p> <p>Homophones (near)</p> <p>Contractions Singular/plural possession (regular)</p>	<p>se de d sc sure ture</p> <p>Prefix: in, il, im, ir, sub, super, anti, auto, inter, ex, non, re</p> <p>Suffix: ly, ation (form nouns), tion, sion, ssion, ous, cian</p> <p>Homophones (near)</p> <p>Singular/plural possession (regular and irregular)</p>	<p>cious tious ious cial tial ant ance/ancy ent ence/ency able ably ible ibly al ial ough</p> <p>Prefixes: pre, re</p> <p>Suffix: ate, ise, ify, en (form verbs)</p> <p>Complex homophones (near)</p> <p>Singular/plural possession (regular and irregular)</p> <p>Silent letters</p> <p>Words containing hyphens</p>	<p>cious tious ious cial tial ant ance/ancy ent ence/ency able ably ible ibly al ial ough</p> <p>Prefixes: pre, re</p> <p>Suffix: words ending in 'fer' including nouns ending in ce/cy or verbs ending in se/sy</p> <p>Singular/plural possession (regular and irregular)</p> <p>Silent letters</p> <p>Words containing hyphens</p>
High Frequency Words (EYFS)	<p>a, at, as, in, is, it, l, an, and, am, dad, to, no, go, into, the, can, got, on, get, not, cat, dog, up, mum, put, had, him, his, big, he, she, we, me, be, of, if, off, you, my, they, for, was, will, all, went, from, help, too, her, with, are, then, them, this, that, said, look, now, down, see, going, just, have, it's, do, so, come, some</p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, l, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</p>	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>		
Common Exception Words (Years 1-6)							