

Thurlbear Writing Curriculum

Introduction

At Thurlbear the writing curriculum exposes pupils to high-quality texts which are used to engage children in sequenced lessons which build up knowledge and skills. Below is a termly progression to support planning. This ensures progression across and within objectives. It also shares genres and text types that each year group should be taught. The progression should be used to inform planning and support teachers to make decisions about the allocation of time for each strand within the writing curriculum.

Writing Organisation

Our writing sequence will be delivered in a cycle where children will receive explicit instruction for each skill they are being taught with time to practise and apply both as a discrete skill and as part of a more sustained write. These are age appropriate for children.

There will be opportunities in sequences, according to the focus and being age appropriate, to:

Explore / Analyse:

- exploration of high-quality text or other stimulus,
- use of drama to identify with the text and/or characters,
- use of videos or real-life situations to engage and inspire,
- exploring the text and identifying the language features of focus genre.

Explore is an essential part of the writing process. It allows our youngest pupils to become familiar with books, their structure, language and themes. They can immerse themselves in a book or text. We will also start to explore grammatical structures and features. We will not, in the younger year groups be focusing on genres and text types so we will not yet focus on the characteristics of different genres.

In key stage 2 explore allows teachers to 'set the scene' for the writing unit by introducing the new text and making links to wider themes and contexts as well as pupil's existing knowledge e.g. making links to stories or authors they already know. Through analysing texts children understand what a finished example looks like and the application of specific GPS skills to be used, this helps them to understand what they are aiming for in their own work.

Practice:

- GPS: Direct teaching of grammar, punctuation and spelling from National Curriculum and appropriate for chosen genre, retrieval of previously taught skills.
- Sentence skills: Lessons broken up into small manageable chunks with high quality modelling of a GPS focus or sentence construction; following an initiate (gathering ideas and vocabulary), model (teachers modelling a sentence of sentences) and enable phase (children to use the model to create their own high-quality sentences).
- Short writes: Opportunity to practice and apply skills taught through GPS and sentence skills sessions.

We know that, for our youngest writers, high quality modelling will be essential for them to master the key skills for their year groups. This starts immediately in every unit. We follow a structure of modelling that support the gradual release of skills for pupils moving from I do (teacher modelled), We do (joint or group modelled) to You do (independent).

In key stage 2 discrete teaching of grammar skills is an important part of the build up towards a piece of writing. 'Do now' retrieval tasks to activate pupils' prior knowledge relating to the GPS skill being taught will support their new learning as well as allowing the teacher to gauge pupils' current understanding. Teaching the skill in the context of the text or writing genre will support pupils when they come to apply this to short or long writes. Practising applying GPS skills at sentence level provides opportunities for repeated practice. During this part of the sequence, it is important to carefully vary the way in which the skill is applied and ensure a gradual release of responsibility, working towards pupils applying the skill independently. This part of the sequence is key for picking up on misconceptions and correcting these. Transcription is still a very useful tool in KS2 and building in opportunities for dictated sentences during sentence level work is a great way to assess children's understanding of how to apply certain spelling, punctuation and grammar skills. 'Short burst' writes provide opportunities for children to practise and apply specific skills within the context of a shorter piece of writing. This allows skills to be embedded without overloading our children by asking them to write too long or complex a piece. A short write allows teachers to check for understanding and provides a scaffold for children as they build up towards writing a longer piece. Building in shorter writes also allows for children to practise their handwriting fluency to help children to build up their stamina and automaticity in writing. Furthermore, this makes longer writing tasks less daunting for children as they already have experience of applying skills within a similar context in the unit. Breaking down the process of writing in this way helps children to develop their understanding of the writing process and helps them to reflect on how to make their writing more effective.

Write:

- Planning: linked to independent version of writing focus, planning could be shared through a story map or flowcharts.
- Write: initial independent draft based on focus writing genre and objectives of the unit.
- Edit and Proof: Teacher taught review process which could include editing slips for re-write.
- Publish: Final publication of part or whole piece of writing.

As part of the longer writing process, teachers still model as in EYFS/ KS1 in order to demonstrate how to apply key skills taught as part of the unit. However, this modelling is not extensive- a carefully planned sentence to begin a paragraph is often used as a starting point for children. Building in the opportunity for shared or scaffolded 'we do' writing following this helps children to be successful while still having their writing monitored by their teacher. Once children have received some of this scaffolding, they may be ready to then write more at length independently. Splitting extended writing over more than one lesson helps children to reflect on the writing process and allows a more specific focus on application of skills in each lesson.

In Key Stage 2, proofreading involves checking for basic errors like spelling and punctuation, while editing involves making more significant changes to improve the overall quality and clarity of writing. Proofreading is a surface-level check for mistakes, while editing focuses on improving the substance and flow of the writing. Children need the process of proofreading and editing to be heavily modelled and they will need support with the process in their own work. Partner work can be a useful strategy as part of this process. Breaking the proofreading and editing process down into shorter, focused steps will help children to be more successful.

Assessing writing (using success steps and marking for example) should inform the teacher about which children need smaller group support and focus.

Publishing is presenting the work so that others can read it. This may not be the outcome for all pieces of writing but when used appropriately it can provide a strong incentive for pupils to produce high quality writing and encourage them to carefully revise and edit. Example strategies: displaying work, presenting to other classes, and sending copies to parents and carers.

Thurlbear Writing Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RECEPTION PROGRESSION						
Reception Phonics ULS	Phase 2	Phase 3	Phase 3 Mastery	Phase 3 Mastery	Phase 4	Phase 4 mastery
Reception Handwriting	Unit 1, 2, 3 Gross and fine motor skills, Pencil grip, Pre-writing skills mastery	Unit 4 Lower case letter formation	Unit 4 Lower case letter formation	Unit 5 Letter families	Unit 5 Letter families	Unit 6, unit 7 Name writing Writing numbers
Reception Transcription	Write left to right. Using phonics they have been taught: Hold and write a word or label which has been orally composed and rehearsed as a group / class to fix in working memory that can be read back by themselves.	With adult prompting separate words with finger spaces eg using a lollystick as a spacer. Using phonics they have been taught: Hold and write simple words, captions, phrases with finger spaces which has been orally composed and rehearsed as a group / class to fix in	Begin to separate words with spaces without prompting. With adult prompting use full stops and capital letters to demarcate simple sentences. Using phonics they have been taught: Hold and write a simple sentence with finger spaces which has been composed and rehearsed as a group / class to fix in working memory	Usually separates words with spaces without prompting. Begins to use full stops and capital letters to demarcate simple sentences. Using phonics they have been taught: Hold and write a simple sentence with finger spaces which has been composed and rehearsed as a group / class to fix in working memory using finger spaces that can be read	Separates words with spaces of a consistent size Begins to use full stops and capital letters to demarcate simple sentences. Using phonics they have been taught: Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory	Separates words with spaces of a consistent size Independently use full stops and capital letters to demarcate simple sentences. Using phonics they have been taught: Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject with phonetically

		working memory that can be read back by themselves and others.	using finger spaces that can be read back by themselves and others.	back by themselves and others.	before writing it, using finger spaces that can be read by themselves and others.	known word choices that can be read by themselves and others.
Reception Composition Oral composition at sentence and story level. Through direct instruction and child – initiated play.	Repeat sentences related to a known text Orally compose sentences related to a known text Begin to innovate sentences related to a known text using given vocabulary	Orally sequence ideas and events in narrative. Orally innovate sentences relating to a known text using independently chosen vocabulary Orally create sentences given rich vocabulary or phrases that children are familiar with Orally create sentences using 'story teller language' eg once upon a time'			As a class or group sequence ideas and events in narrative eg creating a story map and using it to orally rehearse ideas Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils Begin to orally join sentences using 'and'	
YEAR 1 PROGRESSION						
Year 1 Phonics ULS	Phase 4	Phase 5a	Phase 5a mastery	Phase 5b	Phase 5C	Phase 5C
Year 1 Handwriting	Unit 1, 2, 3 Pencil grip, writing position, name writing, number formation	Unit 4 Lowercase letters	Unit 5 Uppercase letters	Unit 6 letter families	Unit 7 Uppercase	Unit 8 Lowercase orientation
Year 1 Transcription including Vocabulary Grammar and punctuation Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces Use punctuation to demarcate simple	Using phonics they have been taught Write left to right. Repeat a simple sentence modelled, e.g. spoken by an adult. Replicate in writing so that it can be read by themselves and others With adult prompting separate words with finger spaces eg using a lollystick as a spacer. Use full stops to demarcate simple sentences. Recognise and write from memory capital letters.		Say and hold in memory whilst writing, sentences that can be read by themselves and others. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences. Use capital letters for names of people, places and days of the week. Identify and use exclamation marks. Use the joining word and to join clauses.		Say and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. Separate words with spaces of a roughly consistent size. Use capital letters and full stops to demarcate simple sentences in independent writing. Use capital letters for names of people, places, days of the week and the pronoun I. eg editing and improving independent writing with support. Identify and use question marks and exclamation marks.	

sentences (capital letters and full stops). Use capital letters for names of people, places and days of the week. Use capital letter for the personal pronoun I. Identify and use question marks and exclamation marks. Use the joining word 'and' to link words and clauses.	Use capital letter for the personal pronoun I. Identify and use question marks. Use the joining words 'and' to link words in sentences e.g. Henry had a duck and a dog.		Use the joining word and to join clauses and words in independent writing.
Composition Planning	Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.	Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse. Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book. Use these to orally rehearse before writing	Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.
Composition Drafting and Writing Oral composition at sentence and story level. Through direct instruction and child – initiated play.	Orally compose sentences before writing, including compound sentences using 'and' With adult support reread sentences to check it makes sense. Orally compose and sequence their own sentences – narrative and non-fiction.	Orally compose sentences before writing to fix into working memory. Independently reread sentences to check it makes sense. Orally compose and write sentences to form short narratives. Orally compose and sequence their own sentences to write short non-fiction recounts.	Orally compose sentences before writing and say the sentences several times to fix into working memory. Independently reread sentences to check it makes sense. Orally compose and sequence their own sentences with joining words to write short narratives. Orally compose and sequence their own sentences to write short non-fiction recounts.
Composition Evaluating and Editing	Discuss their writing with an adult saying what they like about it.	Discuss their writing with an adult and peers saying what they like and are proud about it.	Discuss their writing with an adult and peers giving an opinion.

Composition Performing	Read their writing to an adult.		Read their writing audibly to a small group.		Read their writing audibly to adults and peers.
YEAR 2 PROGRESSION					
Year 2 Phonics Phase ULS	5a (spelling recap) 5b mastery	5c mastery	ULS spelling program covering year 2 spelling patterns		
Handwriting ULS	Unit 1, 2, 3 Number formation, lower case letters, uppercase letters	Unit 4 Cursive letter formation	Unit 5 Letter joins	Unit 6 Letter joins	Unit 7, 8, 9 Lowercase correct size relative to one another, upper case letters, numbers, spacing between words
Transcription including Vocab grammar and punctuation	Say, write and punctuate simple and compound sentences using the joining words and, but, so Use sentences with different forms; statements and commands Secure the use of full stops, capital letters, exclamation marks and question marks Use subordination for time using when Use subordination for reason using because Identify, understand and select verbs and nouns to complete sentences. Generate, select and efficiently use verbs and nouns. Independently, edit and improve own writing by strengthening the use of verbs and nouns. Identify and begin to use past and present tense accurately and consistently.		Say, write and punctuate simple and compound sentences using the joining words and, but, so, or Use sentences with different forms: exclamation marks and question marks. Use commas to separate items in a list. Use apostrophes for contracted forms eg don't, can't, you're, I'll Use subordination for time using before, after Use subordination for reason using if. Use the progressive form of verbs in the present and past tense orally and in writing to mark actions in progress. Generate, select and efficiently use adjectives. Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases.		Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so, or Use and punctuate correctly sentences with different forms: statements, commands, exclamation marks and question marks. Use apostrophes for singular possession in nouns Use subordination for time using when, before, after Use subordination for reason using because, if Use the subordinating conjunction that. Use the progressive form of verbs in the present and past tense to mark actions in progress. Identify, generate and effectively use noun phrases. Independently, edit and improve writing by strengthening the use of adjectives

Composition Planning	Discuss and plan what to write about eg story mapping, innovating a known story, generating and developing vocabulary and ideas	Discuss and plan what to write about eg story mapping, innovating a known story, extending vocabulary and ideas	Discuss and plan what to write about eg story mapping, innovating a known story, extending vocabulary and ideas from reading.
Composition Drafting and writing	Orally rehearse each sentence prior to writing including simple and compound sentences using 'and' 'but'	Orally rehearse each sentence before writing including simple and compound sentences using 'and' 'but' 'or' and those which have been extended.	Drawing on sentence structures from known texts, orally rehearse each sentence before writing.
Composition Evaluating and Editing	Edit and improve own writing with specific guidance from teacher Evaluate own writing with adults saying what they think is good and what might make it better Proofread to check for errors in taught SPaG	Edit and improve own writing with some signposting from teacher or using success criteria. Evaluate own writing with peers and adults saying what they think is good and what might make it better Proofread to check for errors in taught SPaG including correct form of verbs	Edit and improve own writing in relation to audience and purpose. Evaluate own writing with peers and adults. Reflect on how well it has met its purpose and the effect on the audience. Proofread to check for errors in taught SPaG including correct form of verbs
Composition Performing	Read aloud their writing with intonation, taking note of punctuation to make the meaning clear	Read aloud their writing with intonation, taking note of punctuation to make the meaning clear	Read aloud their writing with intonation, taking note of punctuation to make the meaning clear

YEAR 3 PROGRESSION

Year 3 spelling	ULS following progression which includes year 3 spelling rules		
Year 3 Handwriting	ULS following year 3 progression		
Vocab grammar and punctuation Identify clauses in sentences. Explore and identify main (independent) and subordinate clauses in complex sentences. Explore, identify and create complex sentences using subordinating conjunctions building on Y2 knowledge e.g. because, if, when, as Identify, understand and select prepositions to complete sentences e.g. above, below, beneath, within, outside, beyond.	Identify clauses in sentences. Explore and identify main (independent) and subordinate clauses in complex sentences Explore, identify and create complex sentences using subordinating conjunctions building on Y2 knowledge e.g. because, if, when, as Identify, understand and select prepositions to complete sentences e.g. above, below, beneath, within, outside, beyond.	Explore and identify main (independent) and subordinate clauses in complex sentences where the subordinate clause is used in different positions. Explore, identify and create complex sentences using a wider variety of conjunctions e.g. before, after, since With support, recognise where to use a comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Before he started making films, Walt Disney worked as an artist. After	Explore and identify main (independent) and subordinate clauses in complex sentences where the subordinate clause is used in different positions and with a wider range of conjunctions Explore, identify and create complex sentences using a variety of conjunctions e.g. while, so that With support, begin to use the comma to separate clauses in complex sentences where the

Explore, identify and create complex sentences using a range of conjunctions Use the comma to separate clauses in complex sentences where the subordinate clause appears first, Identify, select, generate and effectively use prepositions for where Select, generate and effectively use adverbs Use inverted commas to punctuate direct speech Use perfect form of verbs using have and has to indicate a completed action Identify, select and effectively use pronouns. Use the determiner a or an according to whether the next word begins with a consonant or vowel Use possessive apostrophe correctly	Identify, understand and select adverbs to complete sentences e.g. suddenly, silently, eventually, cautiously, timidly. Identify, select and effectively use pronouns e.g. third person in narratives (she, her, he, his, him, they, them, their, theirs, it, its). Use the determiner a or an according to whether the next word begins with a consonant or vowel sound e.g. a rock, an open box. Correctly use possessive apostrophes with singular nouns.	the bird had sprinkled the crumbs, a magnificent forest sprang up. Identify speech within a passage of text, e.g. highlight the words spoken by a character and the inverted commas (speech marks). Use inverted commas (speech marks), to punctuate some direct speech e.g. use speech bubbles to show characters speaking; use this as a scaffold to write sentences including speech with reporting clauses Identify, select and effectively use pronouns e.g. second person in persuasion (you, your, yours) first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours). Begin to edit own writing to ensure accurate use of determiner a or an according to whether the next word begins with a consonant or vowel sound e.g. a rock, an open box. Correctly use possessive apostrophes with singular nouns in independent writing	subordinate clause appears first, e.g. Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up. Use inverted commas to punctuate some direct speech accurately (speech marks) in independent writing. Identify, understand and select the perfect form of verbs to complete sentences e.g. We have researched healthy foods (present perfect) instead of We researched healthy foods (simple past). Use perfect form of verbs using have and has to indicate a completed action e.g. Barney said, "I don't know where Stig has gone." (present perfect) instead of Barney said, "I don't know where Stig went." (simple past) Begin to identify, select and effectively use a wider range of pronouns to add interest and build cohesion e.g. The Pied Piper wore a large, bright hat. He was extremely mischievous. The marvellous man played his flute skilfully. Begin to edit own writing to ensure accurate use of determiner a or an according to whether the next word begins with a consonant or vowel sound e.g. a rock, an open box. Correctly use possessive apostrophes with singular nouns and edit for this in own writing.
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Composition planning	Identify purpose and audience for writing, e.g. to retell events from Walt Disney's life for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. Discuss and record ideas for planning e.g. chunking a plot, story maps, timeline, boxing up.	Identify purpose and audience for writing, e.g. to entertain other Year 3 children with poems for a class anthology. Discuss the vocabulary, grammar and structural organisation needed. E.g. rhyming structure, syllables, stanzas Discuss and record ideas for planning, e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc	Identify purpose and audience for writing, e.g. to entertain children in Year 1 with our fantasy stories. Discuss the vocabulary, grammar and structural organisation needed, e.g. opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue. Discuss and record ideas for planning using a range of formats where applicable, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a nonfiction text and innovating, spider grams.
Drafting and writing	Create and develop characters for narrative, e.g. using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour Improve a passage prepared by the teacher (e.g. one written using simple sentences only) with a focus on different sentence structures. Using facts provided by the teacher, group related material into paragraphs e.g. sort facts on cards under headings provided.	Create and develop settings for narrative, e.g. precise nouns, adjectives, noun phrases, details relating to the five senses. During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP) Group related material into paragraphs, e.g. write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.	With guidance from the teacher, improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. "Get out of here!" shouted Bob angrily During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). Group related material into paragraphs, identifying suitable headings, e.g. write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly

Composition Evaluating and editing	Proofread to check for errors in taught spelling, grammar and punctuation in own and others' writing Discuss own writing with the teacher and make some improvements	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with teacher and partners and improve writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. independently using a dictionary to check spellings. With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Performing	Use appropriate intonation, tone and volume to present their writing to a group or class.	Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.	Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how something is said.

YEAR 4 PROGRESSION

Year 4 spelling	ULS following progression which includes year 4 spelling rules		
Year 4 Handwriting	ULS following year 4 progression		
Vocab, punctuation and Grammar Create complex sentences with adverb starters Create sentences with fronted adverbials for when, where Create complex sentences with more than one clause by using a wider range of conjunctions Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct	Create and use sentences with an adverb starter e.g. Cautiously, Lila approached the fire fiend. Use a comma after an adverb starter. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into /. Use a comma after the fronted adverbial. Identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, Use the comma mostly accurately to separate clauses in complex sentences where the subordinate clause appears first, e.g. While she	Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use a comma to separate the clauses. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use a comma after the fronted adverbial. Identify and create complex sentences using a range of conjunctions, varying the position of the subordinate clause e.g. when, if because, although, while, since, until, before, after, so that Use the comma accurately to separate clauses in complex sentences where the subordinate clause appears first, e.g. While she was reading her book, it began to rain. Use inverted commas and other punctuation to indicate direct speech e.g.	Create and use complex sentences with adverb starters in own writing, e.g. Patiently waiting by the harbour, the people gazed at the horizon. Use a comma to separate the clauses Create sentences with fronted adverbials for when and where e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared. Use commas after fronted adverbials. Identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before Vary the position of subordinate clauses for variety in writing, punctuating these correctly, and edit own writing for this.

speech Identify, select and effectively use pronouns. Use nouns for precision Explore, identify, collect and use noun phrases Explore, identify and use Standard English verb inflections for writing Use possessive apostrophe correctly	was reading her book, it began to rain. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Choose more precise speech verbs for their reporting clause, using verbs such as whispered, snarled, yelled to convey more about character Identify, select and effectively use pronouns for clarity and cohesion e.g. Third person in narratives (she, her, he, his, him, they, them, their, theirs, it, its) Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify and use Standard English verb inflections in writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Continue to consolidate accurate use of possessive apostrophes	The tour guide announced, "Be back here at four o' clock." Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph for a new speaker. Identify, select and effectively use pronouns to avoid repetition and build cohesion e.g. (James, the boy, the child, the young boy) Explore, identify, collect and use a variety of noun phrases e.g. the pale-faced boy with hair like straw. Continue to consolidate accurate use of possessive apostrophes	Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph for a new speaker. Begin to vary the position of the reporting clause Identify, select and effectively use pronouns for impact, to avoid repetition and to build cohesion e.g. (the witch, the wicked woman, the evil creature, the monstrous witch, she, her) Explore, identify, collect and use a variety of noun phrases and edit own writing to ensure a variety of noun phrases Correctly use possessive apostrophes with plural nouns.
Composition Planning Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry	Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. logically sequenced steps and technical vocabulary.	Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. logically sequenced steps and technical vocabulary.	Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. logically sequenced steps and technical vocabulary.

Drafting and writing Develop settings and Characterisation using vocabulary to create emphasis, humour, atmosphere, suspense Use different sentence structures (simple, compound and complex) Use paragraphs to organise writing in fiction and nonfiction texts. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...	Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense. Improve a passage prepared by the teacher (e.g. one written using simple and compound sentences only) with a focus on different sentence structures. With support from the teacher, group similar ideas around a theme when planning writing in order to paragraph longer pieces Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...	Develop characterisation using action, dialogue and description. During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). Begin to independently identify when to begin a new paragraph when planning and composing a longer piece of writing Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. Link ideas across paragraphs using fronted adverbials for where e.g. Back at the bakery,...	Plan and write an opening paragraph which combines setting and character/s During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP) Mostly accurately identify when to begin a new paragraph in a longer piece of writing, using a plan or model to support Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...
Composition Evaluating and editing Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation.	Proofread to check for errors in spelling, grammar and punctuation in others' writing (e.g spotting errors in a sentence or longer passage with guidance from a teacher) and begin to do this in own writing. Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were' With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
Performing Use appropriate intonation, tone and volume to present their writing to a range of audiences	• Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. pausing at commas which follow adverbs.	Use appropriate intonation, tone and volume to present their writing to a range of audiences, e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.	Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"

YEAR 5 PROGRESSION

Year 5 spelling	ULS following progression which includes year 5 spelling rules		
Year 5 Handwriting	ULS following year 5 progression		
Vocab, punctuation and Grammar Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that Create complex sentences where the relative pronoun is omitted Create and punctuate complex sentences using -ed opening clauses, ing opening clauses Demarcate sentences, including complex sentences, using commas in order to clarify meaning. Identify and use commas and brackets to indicate Parenthesis Use a colon to introduce a list Punctuate bullet pointed lists consistently	Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. Prince Llewellyn had a baby son who was his pride and joy. Create and punctuate complex sentences using -ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Demarcate sentences using commas where fronted subordination is used to ensure clarity. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly Use pronouns and conjunctions to build cohesion within a paragraph Explore, identify, collect and use noun phrases e.g. Gelert stared in horror at the upturned crib with splatters of blood and scratch marks.	Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest. Create and punctuate complex sentences using -ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Demarcate sentences using commas in order to clarify meaning, including those which have relative clauses. Identify and use commas to indicate parenthesis, e.g. The lighthouse, which had been abandoned for years, towered above the town. Create a bullet pointed list, which is consistently punctuated (N.B. If the first item begins with a capital letter, all items must follow this format. If a comma follows the first item, all items must be followed by a comma until a full stop for the final item. Only complete sentences being listed in require capitals and full stops.) Choose whether to use a subheading or sentence to introduce bullet pointed list. E.g. To make a Christingle, you will need to gather several items: • a red ribbon • a candle • an orange • cocktail sticks • some sweets Components of a Christingle • a red ribbon	Create complex sentences where the relative pronoun is omitted e.g. Tina, who was standing at the bus stop, pondered the day ahead. This is the house that Jack built. Demarcate sentences using commas in order to clarify meaning, for example, where the sentence could be interpreted in more than one way e.g. The child found silver paper hats and some jewels vs The child found silver, paper, hats and some jewels. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact– so I had another slice. Use a wide range of devices to build cohesion within a paragraph and edit own writing for these. Begin to Explore, identify and use passive verbs correctly Identify the subject and object of a sentence, e.g. David Beckham (subject) had always excelled at sports (object). Explore and investigate active and passive e.g. in narrative writing, The thief had broken the window in the greenhouse. versus The window in the greenhouse had been broken.

Link ideas across paragraphs using adverbials for time, place and numbers Use devices to build cohesion within a paragraph Use expanded noun phrases to convey extra information concisely Use different verb forms appropriately e.g. active, passive, modal, imperatives		• a candle • an orange • cocktail sticks some sweets Use further devices to build cohesion within a paragraph including adverbs and prepositions e.g. firstly, then, presently, this, subsequently. Use expanded noun phrases to convey information concisely, e.g. Ole Kirk Christiansen was a respected carpenter with his own company. Explore, identify and use modal verbs correctly to indicate degrees of possibility	
Composition Planning Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Draw on reading and research. Note and develop ideas. Think how authors develop characters and settings	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words.		
	Plan writing by drawing on a writing model, e.g. chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. Examine how authors develop characters in books, e.g. study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.	Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. In narrative, create atmosphere by describing characters and setting with correctly punctuated dialogue which advances action.	Drawing on reading and research, create own plan for writing, e.g. read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.
Drafting and writing Blend action, dialogue and description within and across paragraphs.	Show characterisation through the use of description and dialogue. Select appropriate structure, vocabulary and grammar to describe setting	Show characterisation through the use of description and dialogue. Select appropriate structure, vocabulary and grammar to describe setting. During composition, use different sentence structures.	Blend action, dialogue and description within and across paragraphs, e.g. Following modelling, experiment with presenting a short scene from a film as a piece of written prose.

Use different sentence structures with increasing control	Improve a passage prepared by the teacher (e.g. one written using an overused sentence opener or type) with a focus on different sentence structures.	Orally compose alternatives and select from these according to effect created	During and after composition, independently, edit and improve own writing by using different sentence structures
Composition Evaluating and editing Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors	Proofread to ensure: Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed.	Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Performing Use appropriate intonation and volume. Add movement. Ensure meaning is clear	Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using an authoritative tone when delivering a persuasive speech.	Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using intonation in response to commas or dashes which indicate parenthesis.	Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. performing their own poem.

YEAR 6 PROGRESSION

Year 6 spelling	ULS following progression which includes year 6 spelling rules		
Year 6 Handwriting	ULS following year 6 progression		
Vocabulary, Grammar and Punctuation Use devices to build cohesion between paragraphs e.g. adverbials	Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then, similarly, although, additionally, another possibility, alternatively, as a consequence	Identify and use semicolons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Use semi-colons to separate items in a detailed list in which each item includes commas. e.g. The Puja tray contains many important items: a small, brass bell; a delicate, metal spoon; and several sticks of fragrant, aromatic incense.	

Identify and use semi-colons to mark the boundary between independent clauses Use semi-colons within lists Use different verb forms appropriately e.g. active, passive, modal, imperatives Explore and investigate active and Passive Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause Explore how hyphens can be used to avoid ambiguity Explore, collect and use subjunctive forms for formal speech and writing	Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun Begin to use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Identify and use different verb forms Explore and investigate active and passive and how this affects formality and impact on the reader e.g. Comparing and using phrases such as Some people argue that... (active) and It has been argued that... (passive) for use in debate. Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect). Explore how hyphens can be used to avoid ambiguity e.g. Tracey is the best-known cyclist in the competition (Tracey is known better than every other competitor) versus Tracey is the best known cyclist in the competition (Tracey is the best of all the known competitors). Use subjunctive forms in formal speech and writing, focusing on wish and if clauses e.g. If I were to win the lottery, I would. ; I wish I were more tolerant.	Use passive verbs to affect the presentation of information in a sentence Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect). Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace. Edit and improve own formal writing and speech by using subjunctive forms e.g. If I were to predict the future for these creatures...; The law requires that zoos be inspected annually.	
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Composition: Planning Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research.	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices		
Composition: Drafting and Writing Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Select appropriate register for formal and informal purposes Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action Consciously control the use of different sentence structures for effect Use a wide range of devices to build cohesion within and across paragraphs.	Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. We will have cakes and drinks (informal); Refreshments will be provided (formal). Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit. Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!' Revise the use of different sentence structures, e.g. simple sentences for	Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Revise the different sentence structures, e.g. simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures. When writing and editing, consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures)	Draw on similar writing models, reading and research to create own plan for writing, e.g. watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.

	clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created. Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. animals – creatures, beasts, species, wildlife, birds, mammals, they. Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837		
Writing, Evaluating, Editing and Performing Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors. Use appropriate and effective intonation and volume. Add gesture and movement to enhance	Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. adopting a formal tone when delivering a review	Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using intonation in response to punctuation to mark clauses.	Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. performing their own poem

Encourage and take account of audience engagement.			
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English Standards Thurlbear

	Presentation	Writing Stamina	Writing across the curriculum	Feedback, marking, editing	Success Criteria Learning objective
Foundation Stage	Short date written/stamped by an adult/ on label Wide lined paper to be used Correct pencil grip – using patter from ULS Correct letter formation taught using Unlocking letters and Sounds letter patters Correct pencil grip and letter formation is a focus in all writing	All children have daily writing opportunities in phonics. Daily handwriting opportunities – this focus could be developing fine motor skills Each child will have 2 teacher directed opportunity to write each week Dictated work will be marked with D An 'I' will be used to indicate where independent writing starts following an I do we do approach. Opportunities will be available for children to apply their phonics in writing independently as appropriate.		Feedback will be specific to the success criteria and/or learning objective and given orally Success criteria feedback will be in pink and green, using school marking pens Scribing and other learning notes will be written in black teacher pens Yellow felt tips will be used as appropriate to support handwriting	Only use if appropriate to task Pictorial if appropriate
Key Stage 1	Short date written/stamped by an adult/ on label	Throughout the week, children will have opportunities to carry out written tasks	High expectations for presentation throughout and reminders for	Assessment should be very specific to the learning objective and/or success criteria	Success Criteria to be used for pupil and teacher

	Correct letter formation secured through Year 1 using letter families Discrete handwriting lessons taught at least 3x weekly Reminders of pencil grip, sitting positions and letter formation are given in every writing lesson. When children are secure with letter formation move on to teaching joins following the school's handwriting teaching sequence Wide lined paper to be used until the child has sufficiently advanced fine-motor skills For planning: to use story mountain for stories, sandwich for non-fiction.	These writing tasks will often take place within English sessions using the modelled approach: I do, we do, you do Dictated sentences marked with D, Guided work marked with G and 'I' will be used to indicate where independent writing starts. Where no symbols are recorded, the work is independent	handwriting, pencil grip, seating positions. Children should apply skills learnt in GPS sessions through independent writing across the curriculum Success criteria may be used as a prompt for their grammar, punctuation and spelling Text types should be taught in English lessons and learning may be applied in writing across the curriculum (This will increase as the child moves into Year 2)	Objective met/ partially met/ not met stickers are used for GPS tasks (unless success criteria has been used) Children who have not achieved objective are identified and receive support in a guided group or identified for subsequent lessons Common misconceptions are recorded Checking and editing work will be explicitly taught and opportunities to edit and respond to feedback will be built into lessons as appropriate to task All teacher marking is in pink and green using school marking pens. Children edit and mark in purple polishing pens which begins as appropriate in year 2. Begin by underlining the word in pink for common exception words and spelling rules that have been taught – children to move towards correcting these independently Repeated misconceptions in spellings/spelling rules should be picked up and practised with individual children or common misconceptions	assessment of writing pieces Child specific targets may be highlighted on success criteria Success criteria may be limited or specific where children have SEND Every lesson must have a clear LO Work must be ticked / stickered to indicate assessment of the LO. If using Success Criteria, success steps should be ticked (if met) and no sticker is required Children encouraged to self-assess against toolkit.
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				retaught in spelling teaching sessions	
Key Stage 2	Long date at the start of each new piece of work. ALL underlining using a ruler Where a word/sentence needs to be changed or edited by a pupil, it will be crossed through with one line Main writing in blue pen; editing in purple Handwriting (including editing) is legible, neat and cursive following the handwriting scheme. Reminders of handwriting and correct writing position during each lesson. Discrete handwriting lessons 2x weekly. Narrow lined paper (once the child has mastered legible, neat joined writing)	The children will carry out 'Short writes' completed in a single session with a key GPS or composition focus and there will be opportunities for longer writes as appropriate.	Children should apply skills learnt in GPS sessions through independent writing across the curriculum as well as in their English writing. Text types should be taught in English lessons and learning applied across the curriculum. The same standards for presentation are expected across the wider curriculum	Dictated sentences marked with D, Guided work marked with G An 'I' will be used to indicate where independent writing starts following a guided group input Where no symbol is recorded, the work is independent Where key spellings are identified, teachers may use a dot in the margin of a line to guide children towards independently finding spelling errors. Where a single, specific GPS error is identified, teachers will underline in pink and follow up with a guided group or whole class input as appropriate, recorded on teachers' assessment sheet / book. Assessment should be very specific to the learning objective or toolkit All teacher marking is in pink and green, using school marking pens Editing against a toolkit will be completed after teacher marking	Every lesson will have a clear learning objective When using toolkits for writing, a clear learning objective should still be communicated to children Children will be given opportunities to self, or peer, assess their work before the teacher marks it Toolkits may be adapted where children have SEND but will give opportunity for them to meet objectives taught within the class where possible Toolkits will be stuck in neatly in line with the top line of the page

English Assessments

	Expected Standard	Greater Depth
Reception EYFS against Early Learning Goals for fine Motor, Writing, Being Imaginative and expressive.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music	
Year 1	Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers and their teacher. Join words and clauses using 'and'. Punctuate some sentences using a capital letter and full stop, question mark or exclamation mark. Some accurate use of a capital letter for names of places, the days of the week and the personal pronoun I. Leave spaces between words. Most lower case letters formed in the correct direction. Spell words containing each of the 40+ phonemes already taught. Spell most Y1 common exception words. Name letters of the alphabet in order. Add suffixes using the spelling rule for s or es as the plural marker for nouns and verbs. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling many words accurately. Use –ing, –ed, –er and –est suffixes where no change is needed in the spelling of root words.	Speak grammatically correct sentences. Link sentences together to form a short narrative. Make some simple corrections to their own writing. Read with expression. Mostly controlled use of and to join independent clauses. Punctuate most sentences using a capital letter and full stop, question mark or exclamation mark. Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I. All lower case letters consistently formed in the correct direction. Correctly use alternative sounds taught so far. Spell all Y1 common exception words. Name letters starting from any point. Apply suffixes for the spelling rule for s and es as plural markers for nouns and verbs within independently composed sentences. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most words accurately. Apply use of suffixes where no change is needed in the spelling of root words in writing in independently composed sentences.

Year 2	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Make simple additions and proofread to check for errors in spelling, grammar and punctuation in their own writing Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently Use co-ordination (such as or/and/but) and some subordination (such as when/if/because) to join clauses Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words* Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Select, generate and effectively use adverbs in their writing. Make revisions and proof-reading corrections to their own writing Use the punctuation taught at KS1 mostly correctly including: apostrophes for contraction, commas to separate items in a list Begin to use progressive form of verbs for past and present tense Begin to independently select and use the most appropriate conjunction to join clauses Add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly* Spell most common exception words Use the diagonal and horizontal strokes needed to join some letters	
Year 3	Organise paragraphs around a theme. In non-fiction, use simple organisational devices (e.g. sub-headings). In narratives create settings, characters and plot. Composes sentences, using a rich and varied vocabulary. Proof-reads for spelling errors identified by the teacher. Proof-reads for punctuation errors (CL . ? ! " , in a list ' for contractions) when identified by the teacher. Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if that, because, so that, since during). Chooses an appropriate pronoun or noun within sentences. Uses inverted commas to punctuate direct speech Use possessive apostrophe mostly accurately with singular nouns. Using capital letters full stops question marks commas for lists and apostrophes for contraction mostly effectively. Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters when adjacent one another are best left unjoined. Spell many of the words from the taught Y3/4 spelling list accurately. Apply knowledge of spelling rules and patterns taught in Year 3	Writing shows cohesion within each paragraph. In non-fiction writing, select appropriate organisational devices to show understanding of the audience and purpose they are writing for Settings and character are described in increasing detail. Vocabulary is carefully chosen to compose sentences that have impact on the reader Independently proof-reads for spelling errors. Independently proof reads for punctuation errors (CL . ? ! " , in a list ' for contractions). Begin to use a wider range of sentence types and structures to vary writing. Independently uses some pronouns within writing to avoid repetition and add interest Punctuates some direct speech accurately (e.g ? !). Uses taught punctuation to add effect to writing Spell most of the words from the taught Y3/4 spelling list accurately.	

Year 4	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Use precise and effective noun phrases with awareness of impact on the reader.
	Uses rich and varied vocabulary including use of figurative language.	Uses language and vocabulary choices with control to create impact and viewpoint.
	Composing sentences using a range of sentences structures: simple, compound, complex.	Sentence structures are chosen for effect.
	Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions.	Varies the position of the subordinate clause for effect and variety with accurate punctuation.
	Paragraphs organised around a theme, in most writing.	Use fronted adverbials to develop cohesion between paragraphs.
	Independently proof-reads for punctuation errors (CL . ? ! " , in a list ' for contractions, punctuation for direct speech).	To edit and change vocabulary and punctuation for effect and variety.
	Independently proof-reads for spelling errors.	
	Punctuate direct speech accurately (including punctuation within and surrounding inverted commas).	Uses a variety of reporting clauses in different positions to add detail and interest.
	In narrative, used direct speech to convey character.	In narrative can combine speech and actions to convey character.
	Use fronted adverbials to show where, when and how with comma mostly accurate	Use carefully selected fronted adverbials to show where, when and how with accuracy
	Uses possessive apostrophe mostly accurately with plural nouns	
	Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition.	Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition to have impact on the reader
	Most handwriting is legible and joined	Handwriting is legible and joined

Year 5	Sometimes selects vocabulary and grammatical structures that reflect the level of formality required. Write cohesively using a range of sentence structures. Can use a dictionary and thesaurus to check spellings and word meanings. Evaluate and edit their own and others' writing by proposing changes to vocabulary, grammar, and punctuation to enhance effect and clarify meaning. In narrative, creating atmosphere by describing characters and settings with correctly punctuated dialogue which begins to advance the action. Making some use of adverbials, pronouns, conjunctions, and prepositions within and across sentences and paragraphs to show cohesion. Relative clauses are used: who, which, where, when whose that or an omitted relative pronoun. Makes use of adverbs prepositional phrases and noun phrases add detail clarity. Using different verb forms mostly appropriately including some passive modal verbs. Use parenthesis mostly correctly. Begin use wide range KS2 punctuation. Handwriting is legible joined. Apply knowledge of spelling rules and patterns taught Year 5 when spelling words including silent letters and homophones with a reasonable degree of accuracy. Spells many words from Year 5/6 spelling list.	Mostly accurately selects vocabulary and grammatical structures that reflect the level of formality required. Create cohesion within and across paragraphs using different cohesive devices e.g. conjunctions, adverbials and pronouns With precision, use a dictionary or thesaurus to improve writing. Begins to redraft sections of their own writing in order to improve it. In narrative create atmosphere and advance action by blending dialogue, action and description Can make informed choices of adverbials, pronouns, conjunctions, and prepositions to build cohesion in writing. Relative clauses are used to add relevant information appropriate to the audience Makes carefully selected choices of adverbs, prepositional phrases and noun phrases to add Can select verb forms for meaning and effect and emphasis Begin to use a variety of punctuation for parenthesis Begin to apply a wide range of KS2 punctuation within independent writing. Spells most taught words from the Year 5/6 spelling list correctly
Year 6 KS2 end of key stage statements	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narrative; • using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literacy language, characterisation, structure) • distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

	• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 most correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed	(There are no additional statements for spelling or handwriting)
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