


Year group	Writing objectives for skills progression			
 <p><b>ELG 8 - Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>ELG 9 – Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</li> </ul>		<p><b>ELG 10 - Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	
	<b>Pre-school</b>	<b>Nursery</b>	<b>Reception</b>	<b>Key stage 1</b>
<b>Writing</b>	<p>Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p> <p>Add some marks to their drawings, which they give meaning to, for example, “that says mummy”</p> <p>Make marks on their picture to stand for their name</p>	<p>Sometimes gives meaning to their drawings and paintings</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Write/mark make using a range of tools and materials</p> <p>Includes mark making and early writing in their play</p> <p>Can copy then write their first name then progress onto their surname</p>	<p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognizable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Can write full name independently</p> <p>Can meet writing expectations linked to phonics, for example, phase 2/3 and some phase 4 words containing learnt digraphs/triagraphs and tricky words</p>	<ul style="list-style-type: none"> <li>- Can spell phonically regular words of more than one syllable.</li> <li>-Can write words, captions and sentences using phase 4 clusters.</li> <li>-Can write words, captions and sentences using phase 5 alternative sounds</li> <li>-Beginning to use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</li> <li>-Beginning to write the days of the week</li> <li>-Beginning to use capital letters for names of people, places, the days of the week, and the personal pronoun I.</li> <li>-Beginning to sequence sentences to form short narratives</li> <li>-Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark</li> </ul>
<b>Print/letter formation</b>	<p>Uses scribble and drawings to represent early writing</p>	<p>Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Begins to form the correct formation of shapes that begin to resemble letters then later progress to recognisable letters</p>	<p>Write letters using the correct letter formation</p> <p>Can form short, tall, and tail letters using Martin Harvey resources</p> <p>Can write name independently, mostly using the correct sizing of letters</p>	<ul style="list-style-type: none"> <li>-Can name all the letters of the alphabet in order</li> <li>-Can form both capital and lower case letters properly using the correct</li> </ul>



			<p>Form lower-case and capital letters correctly</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (PD-M&amp;H)</p>	<p>formation on lines without the use of handwriting lines</p>
<p><b>Writing expectations</b></p> <p><b>Skills to be modeled by adults</b></p>	<p>Begin to hold writing tools with good grip and control in order to mark make/begin early writing.</p> <p>Begin to write initial sound and some letters to represent their first name</p>	<p>Hold a pencil with good grip and control to begin to form recognisable letters</p> <p>Write first name independently</p>	<p>Writing is beginning to be between two lines then working towards sitting on the line. Letters formed are recognisable and most are formed correctly.</p> <p>Can sometimes include a capital letter at the beginning of a sentence</p> <p>Can sometimes include a full stop at the end of a sentence</p> <p>Uses finger spaces in-between words</p> <p>Writing for different purposes and understand how to do so independently e.g. writing words down the page for a list, writing to *name* and from *name* in a card etc..</p>	<p>-Begin to understand how to set out different writing types e.g a letter, a list, a diary entry etc..</p>

Year 1

<p><b>Writing transcription</b></p> <ul style="list-style-type: none"> <li>-Words containing each of the 40+ phonemes already taught</li> <li>-Common exception words</li> <li>-The days of the week</li> <li>-Name the letters of the alphabet</li> <li>-Name the letters of the alphabet in order</li> <li>-Using letter names to distinguish between alternative spellings of the same sound</li> <li>-Add prefixes and suffixes</li> </ul>	<p><b>Writing - composition</b></p> <ul style="list-style-type: none"> <li>-Write sentences by:</li> <li>-Saying out loud what they are going to write about</li> <li>-Composing a sentence orally before writing it</li> <li>-Sequencing sentences to form short narratives</li> <li>-Re-reading what they have written to check that it makes sense</li> <li>-Discuss what they have written with the teacher or other pupils</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>-Leaving spaces between words</li> <li>-Joining words and joining clauses using and</li> <li>-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p style="text-align: center;"><b><u>Handwriting</u></b></p>
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<p>-Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p><b>-Using the prefix un-</b></p> <p>-Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p><b>-Apply simple spelling rules and guidance.</b></p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>		<p>-Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>-Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><b>-Form capital letters</b></p> <p>-Form digits 0-9</p> <p><b>-Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</b></p>
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Year 2

Writing transcription	Writing - composition	Vocabulary, grammar and punctuation
<p><b>-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</b></p> <p>-Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p><b>-Learning to spell common exception words</b></p>	<p>-Develop positive attitudes towards and stamina for writing.</p> <p><b>-Writing narratives about personal experiences and those of others (real and fictional)</b></p> <p>-Writing about real events</p> <p><b>-Writing poetry</b></p> <p>-Writing for different purposes</p> <p><b>-Consider what they are going to write before beginning by:</b></p> <p>-Planning or saying out loud what they are going to write about</p> <p><b>-Writing down ideas and/or key words, including new vocabulary</b></p> <p>-Encapsulating what they want to say, sentence by sentence</p>	<p><b>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</b></p> <p>-Learn how to use:</p> <p><b>-Sentences with different forms: statement, question, exclamation, command</b></p> <p>-Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p><b>-The present and past tenses correctly and consistently including the progressive form -</b></p>

<ul style="list-style-type: none"> <li>-Learning to spell more words with contracted forms</li> <li><b>-Learning the possessive apostrophe (singular) [for example, the girl's book]</b></li> <li>-Distinguishing between homophones and near-homophones</li> <li><b>-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</b></li> <li>-Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li><b>-Make simple additions, revisions and corrections to their own writing by:</b></li> <li>-Evaluating their writing with the teacher and other pupils</li> <li><b>-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</b></li> <li>-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <ul style="list-style-type: none"> <li><b>-Some features of written Standard English</b></li> <li>-Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> <li><b>-Form lower-case letters of the correct size relative to one another</b></li> <li>-Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li><b>-Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</b></li> <li>-Use spacing between words that reflects the size of the letters.</li> </ul>
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Years 3 and 4

Writing transcription	Writing - composition	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li><b>-Use further prefixes and suffixes and understand how to add them</b></li> <li>-Spell further homophones</li> <li><b>-Spell words that are often misspelt</b></li> <li>-Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<ul style="list-style-type: none"> <li>-Plan their writing</li> <li><b>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</b></li> <li>-Discussing and recording ideas</li> <li><b>-Draft and write by:</b></li> <li>-Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li><b>-Organising paragraphs around a theme</b></li> <li>-In narratives, creating settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li><b>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</b></li> <li>-Using the present perfect form of verbs in contrast to the past tense</li> <li><b>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li>-Using conjunctions, adverbs and prepositions to express time and cause</li> <li><b>-Using fronted adverbials</b></li> <li>-Learning the grammar for years 3 and 4</li> <li><b>-Indicate grammatical and other features by:</b></li> </ul>

<p>-Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>-Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently</p>	<p>-In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>-Evaluate and edit by:</p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Proof-read for spelling and punctuation errors</p> <p>-Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>-Using commas after fronted adverbials</p> <p>-Indicating possession by using the possessive apostrophe with plural nouns</p> <p>-Using and punctuating direct speech</p> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p style="text-align: center;"><u>Handwriting</u></p> <p>-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>-Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
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Years 5 and 6

<p>Writing transcription</p>	<p>Writing - composition</p>	<p>Vocabulary, grammar and punctuation</p>
<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>-Continue to distinguish between homophones and other words which are often confused</p> <p>-Use knowledge of morphology and etymology in spelling and understand</p>	<p>Plan their writing</p> <p>-Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>-Draft and write by:</p>	<p>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>-Using passive verbs to affect the presentation of information in a sentence</p> <p>-Using the perfect form of verbs to mark relationships of time and cause</p> <p>-Using expanded noun phrases to convey complicated information concisely</p> <p>-Using modal verbs or adverbs to indicate degrees of possibility</p> <p>-Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>-Learning the grammar for years 5 and 6</p> <p>-Indicate grammatical and other features by:</p>

that the spelling of some words needs to be learnt specifically.  
**-Use dictionaries to check the spelling and meaning of words**  
-Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  
**-Use a thesaurus.**

**-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**  
-In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action --**Précising longer passages**  
-Using a wide range of devices to build cohesion within and across paragraphs  
**-Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**  
-Evaluate and edit by:  
**-Assessing the effectiveness of their own and others' writing**  
-Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
**-Ensuring the consistent and correct use of tense throughout a piece of writing**  
-Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  
**-Proof-read for spelling and punctuation errors**  
-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**-Using commas to clarify meaning or avoid ambiguity in writing**  
-Using hyphens to avoid ambiguity  
**-Using brackets, dashes or commas to indicate parenthesis**  
-Using semi-colons, colons or dashes to mark boundaries between independent clauses  
**-Using a colon to introduce a list**  
-Punctuating bullet points consistently  
**-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.**

#### Handwriting

**-write legibly, fluently and with increasing speed by:**  
-Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
**-Choosing the writing implement that is best suited for a task.**