

Writing Outcomes

| | EYFS | Class 1 | | Class 2 | | Class 3 | |
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| | Foundation Class | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Transcription - Spelling | Phonics and Spelling Rules 3 & 4 year olds <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <u>Reception</u> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. | To be able to spell all words up to phase 5 Twinkl Resources | Twinkl resources – Year 2 spellings See attached sheet for spelling rules | Twinkl resources – Year 3 spellings See attached sheet for spelling rules | Twinkl resources – Year 4 spellings See attached sheet for spelling rules | Twinkl resources – Year 5 spellings See attached sheet for spelling rules | Spell most words correctly* (year 5 and 6) Cover all spelling rules for Year 6 |
| Transcription - Handwriting | Letter Formation, Placement and Positioning 3 & 4 year olds <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. <u>Reception</u> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy Form lower case and capital letters correctly. <u>Early Learning Goals</u> <ul style="list-style-type: none"> 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. | All letters are the same size Capital letters are larger Ascenders and descenders are positioned appropriately Writing is legible To begin to join handwriting | Neat, cursive handwriting | | Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | | |
| Composition - Vocabulary, grammar and punctuation | Planning, Writing and Editing <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping | All sentences are punctuated appropriately with capital letters and full stops Use a capital letter for the word 'I' Use capital letters for names, days of the week and places Use question marks and exclamation marks | Full stops, capital letters, question marks and exclamation marks used correctly. Use commas for a list Use apostrophe to shorten words- don't, can't | Use inverted commas to punctuate direct speech (speech marks). Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. | Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o'clock." | Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' | Uses mostly correctly: <ul style="list-style-type: none"> inverted commas commas for clarity punctuation for parenthesis Making some correct use of: <ul style="list-style-type: none"> semi-colons Dashes Colons Hyphens |

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| | <p>list that starts at the top of the page; writing ‘m’ for mummy.</p> <ul style="list-style-type: none">• Write some or all of their name.• Write some letters accurately. <p>Expressive Arts and Design</p> <ul style="list-style-type: none">• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. <p><u>Reception</u></p> <ul style="list-style-type: none">• Learn new vocabulary.• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.• Form lower case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• Re-read what they have written to check it makes sense.• Develop storylines in their pretend play. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none">• 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 teachers. <p>Awareness of Audience, Purpose and Structure</p> | | | | | <p>Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</p> <p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. 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.</p> | |
| Sentence Structure | | <p>Use simple connectives - and Use ‘s’ and ‘es’ for more than one (plural)</p> <p>Tell you what I am writing about</p> | <p>Use great verbs and adjectives Use past tense for stories, recounts and historical reports Use time words: when, while, as, after, before</p> <p>Use reason words: because, so, if, unless</p> | <p>Understand main and subordinate clauses</p> <p>Complex sentences using: if, while, since, after, before, so, although, until, in case</p> <p>Use prepositions for where- above, below, beneath, within</p> <p>Use ly adverbs</p> <p>Use speech marks</p> <p>Use had and have with verbs</p> <p>Use a or an depending on whether the word begins with a vowel or consonant</p> <p>Collect words with prefixsuper, anti, auto</p> | <p>Organise work into paragraphs</p> <p>Use fronted adverbials</p> <p>Create complex sentences (remember commas)</p> <p>Correctly punctuate speech</p> <p>Use pronouns</p> <p>Use noun phrases</p> <p>Use standard English</p> <p>Use apostrophes correctly</p> | <p>Use complex sentences using relative clauses</p> <p>Use fronted adverbials</p> <p>Use simile starters</p> <p>Use commas to help with meaning</p> <p>Use modal verbs – might, could, should, shall, will, must</p> <p>Use devices to make links with paragraphs - firstly, then, presently, subsequently</p> <p>Link ideas across paragraphs with adverbials for time, place and numbers</p> <p>Use brackets and dashes</p> | <p>Use a variety of clause structures to create compound and complex sentences</p> <p>Creating atmosphere, and integrating dialogue to convey character and advance the action</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required</p> <p>mostly correctly</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> |

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| | | | | | | | Use passive and modal verbs mostly appropriately |
| | CLASS 1 | | CLASS 2 | | CLASS 3 | | CLASS 4 |
| | <i>themselves and others. Some words are spelt correctly and others are phonetically plausible.</i> | | | | | | Use a wide range of clause structures, sometimes varying their position within the sentence Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures Select verb forms for meaning and effect |
| Text Types Teachers can chose their chosen text types – they must include a variety of non-fiction, fiction and poetry. | Traditional tales Narrative Non-fiction texts Letters Stories Poetry | | | | Reports Non-fictions – explanation, informative texts Discussion Biography/autobiography Letters Persuasive writing Narrative Poetry Scripts | | |