

PROCESS	EYFS	Y1	Y2	LKS2	UKS2
<b>Plan</b>	<p>write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds in them and representing the sounds with a letter or letters;</p> <p>Use and understand recently introduced vocabulary during discussions, role play, rhymes, poems and stories</p>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Draft</b>		<p>sequencing sentences to form short narratives</p>	<p>encapsulating what they want to say, sentence by sentence</p>	<ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
<b>Edit and redraft</b>		<p>re-reading what they have written to check that it makes sense</p> <ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><i>"Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels."</i></p>	

<p><b>Publish</b></p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</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>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p><b>Genres and purposes (NB- this should be taught- other genres can be taught)</b></p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ sequencing sentences to form short narratives</li> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> </ul>	<ul style="list-style-type: none"> <li>▪ write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>▪ writing about real events</li> <li>▪ writing poetry (not in interim)</li> <li>▪ writing for different purposes</li> <li>▪ write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>▪ write about real events, recording these simply and clearly</li> </ul> <p><i>GD- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p>	<ul style="list-style-type: none"> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li>▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>▪ précising longer passages</li> <li>▪ write for a range of purposes</li> <li>▪ 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)</li> </ul> <p><i>GD- 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. literary language, characterisation, structure)</i></p>

		Spelling skills progression			
	EYFS	Y1	Y2	LKS2	UKS2
Dictation		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Dictionaries		name the letters of the alphabet:  naming the letters of the alphabet in order  using letter names to distinguish between alternative spellings of the same sound		use the first two or three letters of a word to check its spelling in a dictionary	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

	EYFS	Y1	Y2	Y3	Y4 *	Y5	Y6
Grammar terminology		<ul style="list-style-type: none"> <li>▪ letter, capital letter</li> <li>▪ word, singular, plural</li> <li>▪ sentence</li> <li>▪ punctuation, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>▪ noun, noun phrase</li> <li>▪ statement,</li> <li>▪ question, exclamation, command</li> <li>▪ compound, suffix</li> <li>▪ adjective, adverb, verb</li> <li>▪ tense (past, present)</li> <li>▪ apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>▪ preposition,</li> <li>▪ conjunction</li> <li>▪ word family, prefix</li> <li>▪ clause, subordinate clause</li> <li>▪ direct speech</li> <li>▪ consonant, consonant letter</li> <li>▪ vowel, vowel letter</li> <li>▪ inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>▪ determiner</li> <li>▪ pronoun, possessive pronoun</li> <li>▪ adverbial</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb, relative pronoun</li> <li>▪ relative clause</li> <li>▪ parenthesis, bracket,, dash</li> <li>▪ cohesion, ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>▪ subject, object</li> <li>▪ active, passive</li> <li>▪ synonym, antonym</li> <li>▪ ellipsis, hyphen,</li> <li>▪ colon, semi-colon,</li> <li>▪ bullet points</li> </ul>

\*The grammatical difference between **plural** and **possessive** –s

Standard English forms for **verb inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]