Walkern Primary School – Writing Sequence of Learning

Reception Pupils will be taught to:

Physical Development **Handwriting & Presentation**	
	Holds writing equipment near the nib and using the tripod grip.
	Use wrist action to mark make – circles of varying sizes, lines in varying directions, dots, dashes etc.
	Form recognisable letters which are mostly correctly formed

Literacy **Spelling & Punctuation**	
	Hear, say and write initial sounds with phase 2 & 3 sounds
	Hear, say and write CVC words with phase 2 & 3 sounds
	Use sounds to communicate meaning effectively
	Use the suffix 's' to show plural
	Use phase 2 & 3 sounds to write phonetically plausible multisyllabic words

Communication & Language **Literacy** **Spoken Language**	
	Express ideas and feelings using full sentences
	Orally rehearse key vocabulary and sentences as modelled by the teacher
	Make use of recently taught vocabulary

Literacy **Writing Structures, Planning & Review**	
	Write short captions
	Write own name (including surname)
	Orally rehearse sentence before writing
	Write modelled simple sentences using phase 2 & 3 sounds
	Write a series of sentences, with some punctuation, pertaining to the same theme.
	Read back their own writing

At the end of Reception Pupils will be able to:

Pupils can hold a pencil correctly (using tripod grip).
Pupils can form recognisable letters and write their own name.
Pupils use anti-clockwise movements in mark making/writing.
Pupils write three or more simple statements on a given subject.

Walkern Primary School – Writing Sequence of Learning

At the end of Reception Pupils will be able to:

Pupils can hold a pencil correctly (using tripod grip).
Pupils can form recognisable letters and write their own name.
Pupils use anti-clockwise movements in mark making/writing.
Pupils write three or more simple statements on a given subject.

Year 1 Pupils will be taught to:

Handwriting & Presentation	
	Sit correctly at a table and hold the pencil correctly
	Form lower case letters correctly in the correct direction
	Form capital letters and digits 0-9
	Understand which letters belong to which family (ascenders, descenders etc)

Spelling & Punctuation	
	Can spell most of the Y R and 1 words accurately
	Can spell CVC words correctly
	Pupils can spell some words in a phonetically plausible way
	Spell words with suffixes which can be added without changes to the root word (e.g. wish/wishing) and plural noun suffixes (e.g. star/stars, wish/wishes)
	Separate words with spaces
	Use capital letters for people, places, days of the week and for the personal pronoun 'I'
	Show an understanding of how to use full stops and capital letters to demark sentences
	Begin to use question marks and exclamation marks appropriately

Spoken Language	
	Joins in with repeated refrains, recites poetry by heart and re-tells familiar stories with story language
	Role-plays to explore characters and the language they use
	Orally rehearses in preparation for writing
	Sometimes expresses opinion/viewpoint
	Develops synonyms for existing language
	Uses sequencing language to order events
	With support uses comparative language to describe changes, patterns and relationships
	Increases vocabulary using words provided by adults, discussions and environmental stimuli

Sentence Structure, Grammar & Cohesion	
	Write sentences which make sense, understanding how words can be combined to make a sentence
	Begin to join words and clauses using 'and, but, because'

Composition & Effect	
	Sequence sentences to form short narratives
	Attempt to write in a very of text types (e.g. lists, captions, stories)
	Generally use vocabulary suited to the task

Plan, Redraft & Evaluate	
	Can produce their own ideas for writing (not a retelling)
	Reread and check what they have written to see if it makes sense
	Discuss what has been written by the teacher or other pupils

Terminology to be used by children:

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

At the end of Year 1 Pupils will be able to:

Pupils produce letter shapes which are mainly accurate with clear spaces between most words.
Pupils spell most CVC words and common words from R/Y1 word lists.
Pupils write one or more sentences extended using 'and'.
Pupils write two or more sentences using correct use of full stops and capital letters.
Pupils can produce a paragraph or more of developed ideas independently, this may be more like spoken than written language.

Walkern Primary School – Writing Sequence of Learning

At the end of Year 1
Pupils will be able to:

Pupils produce letter shapes which are mainly accurate with clear spaces between most words.
Pupils spell most CVC words and common words from R/Y1 word lists.
Pupils write one or more sentences extended using 'and'.
Pupils write two or more sentences using correct use of full stops and capital letters.
Pupils can produce a paragraph or more of developed ideas independently, this may be more like spoken than written language.

Year 2 Pupils will be taught to:

Handwriting & Presentation	
	Form lower case letters of the correct size relative to one another
	Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters
	Use correct spacing between words
	Start using some strokes to join letters

Spelling & Punctuation	
	Spell common exception words for Year 2 correctly (including some homophones)
	Use capital letters, full stops, question marks and exclamation marks to demark sentences
	Spellings should be phonetically plausible, if not always correct
	Use commas to separate items in a list
	Spell words using suffixes which changes word class (e.g. ful/less, -ly, -er, -est, -ness)accurately
	Use apostrophes to mark where letters are missing in spelling (e.g. didn't, she's) and to mark singular possession)

Spoken Language	
	Retells a range of stories using some of their own words and recites poetry by heart with intonation
	Generally sequences talk to help the listener
	Extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because
	Uses verb tenses/forms increasingly accurately for spoken standard English
	Talks about what they have found out and how they have found it out
	Begins to select appropriate synonyms
	Discusses word meanings, including favourite words and phrases
	Uses comparative language to describe changes, patterns and relationships
	Increases vocabulary using words provided by adults, discussion and environmental stimuli
	Orally rehearses when planning and writing

Sentence Structure, Grammar & Cohesion	
	Make use of consistent past or present tense within writing
	Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
	Use conjunctions for subordination (using if, when, that, because) and for co-ordination (using or, and but)
	Begin to develop and understanding of some features of written standard English (e.g. use of contractions)
	Use correct grammatical patterns for questions, statements, exclamations and commands
	Use expanded noun phrases for description and specification (e.g. using an adjective the beautiful, big butterfly or for prepositions 'the man in the moon')

Composition & Effect	
	Can write simple coherent narratives about personal experiences and recount real events
	Write in a range of genres showing awareness of their structure
	Use interesting and ambitious words for their age
	Use carefully selected adjectives/ descriptive phrases for detail and description
	Can provide enough detail to interest the reader
	Can vary the structure of sentences to interest the reader (use of subordinating conjunctions, speech, questions, exclamations)

Plan, Redraft & Evaluate	
	Write down and orally rehearse key words and ideas
	Evaluate their writing with other pupils and their teacher
	Re-read writing to check it makes sense (particularly focusing on correct tense) and make simple additions and revisions)
	Proof reading for spelling, punctuation and grammar that they know how to correct

At the end of Year 2 Pupils will be able to:

Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).
Pupils show some variety in the openers that they use, including using some descriptive language or detail.
Pupils can produce a clear and coherent piece of writing, linked to the task.
Pupils use some ambitious words for their age.
Pupils can identify some errors in their writing by proof-reading what they have written.
Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.

Terminology to be used by children:

noun, noun phrase statement, question, exclamation, command
compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Walkern Primary School – Writing Sequence of Learning

At the end of Year 2
Pupils will be able to:

Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).
Pupils show some variety in the openers that they use, including using some descriptive language or detail.
Pupils can produce a clear and coherent piece of writing, linked to the task.
Pupils use some ambitious words for their age.
Pupils can identify some errors in their writing by proof-reading what they have written.
Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.

Year 3 Pupils will be taught to:

Handwriting & Presentation	
	Begin to use diagonal and horizontal strokes that are needed to join letters
	Understand which letters are best unjoined
	Increase legibility, consistency and quality of handwriting
	Using mainly joined up handwriting throughout independent work

Spelling & Punctuation	
	Spell common words correctly with some errors and familiarise themselves with Y 3/4 list
	Spell words which belong to word families accurately using prefixes and suffixes (solve, solution, dissolve)
	Spell common homophones correctly
	Begin to use inverted commas to indicate direct speech
	Use forms of a or an correctly depending on whether the following words begins with a vowel or consonant (e.g. a dog, an elephant)
	Use basic sentence punctuation correctly most of the time (full stops, capital letters, exclamation marks, question marks, commas for lists)

Spoken Language	
	Practices reading aloud and performs poems, stories and playscripts with some understanding of intonation, tone, volume and action
	Shows an awareness of spoken standard English for formal contexts
	With encouragement, adds detail for the listener
	Explains a process ensuring ideas are clearly sequenced – uses conjunctions and adverbs
	Makes generally relevant comments which add to ideas or suggests alternatives
	Begins to build a varied and rich vocabulary with greater independence
	Considers shade of meaning when discussing familiar synonyms
	Discusses and clarifies words meaning including homonyms

Sentence Structure, Grammar & Cohesion	
	Use a wider range of conjunctions, including when, if, because, although to create multiclause sentences
	Write sentences which are correctly constructed using the correct subject – verb agreement
	Use a range of sentence structures in their writing (simple/compound some complex)
	Begin to structure and organise work clearly (sometimes in paragraphs)
	Use adverbs and adverbials for a range of purposes
	Use time, place and cause using conjunctions (e.g. then, next, soon, therefore) or prepositions (e.g. before, during, after, in, because of)
	Use simple organisation devices (e.g. subheadings, headings)

Composition & Effect	
	Write for a range of purposes and audiences, using appropriate form
	Begin to using showing sentences to create a vivid picture in the reader's mind
	Use language devices (onomatopoeia, alliteration, rhythm in poetry)
	Begin to use similes in their writing
	Use varied and rich vocabulary including the careful use of adjectives and adverbs for description and detail
	Begin developing lively and imaginative writing
	Engage the reader through some varied use of sentence openings

Plan, Redraft & Evaluate	
	Discuss and record ideas for writing
	Assess the effectiveness of their own and others writing, suggesting improvements
	Propose changes to vocabulary and grammar to improve consistency e.g. use of pronouns
	Proof read for spelling and punctuation errors

At the end of Year 3 Pupils will be able to:

Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas). Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description. Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.
Pupils use interesting language with some words that are ambitious.
Pupils edit writing by proof-reading what they have written.
Pupils generally produce handwriting that is neat and mainly joined.

Terminology to be used by children:

preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas

Walkern Primary School – Writing Sequence of Learning

At the end of Year 3
Pupils will be able to:

Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas). Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description. Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.
Pupils use interesting language with some words that are ambitious.
Pupils edit writing by proof-reading what they have written.
Pupils generally produce handwriting that is neat and mainly joined.

Year 4 Pupils will be taught to:

Handwriting & Presentation	
	Use the diagonal, horizontal strokes that are needed to join letters
	Understand which letters are best left unjoined
	Increase legibility, consistency and quality of handwriting
	Using joined handwriting throughout independent writing

Spelling & Punctuation	
	Spell the majority of familiar words correctly (including Year 3/4 spelling list and some homophones e.g. their/there/they're, were/where, to/too, your/you're)
	Use apostrophes to mark plural possession [for example, *the girl' s name, the girls' names*]
	Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "*Sit down!*"]
	Understand the grammatical difference between plural and possessive -s
	Use commas after fronted adverbials

Spoken Language	
	Reads aloud and performs poems, stories and playscripts with some understanding of intonation, tone, volume and action
	Shows an awareness of spoken standard English for formal contexts, including correct tense for irregular verbs
	Adds or removes detail for the listeners based on how much is already known
	Explains a process ensuring ideas are clearly sequenced – using a greater range of conjunctions and adverbs
	Follows up on others points and shows whether they agree or disagree in whole-class discussions
	Build a varied and rich vocabulary with greater independence
	Considers shade of meaning when discussing synonyms
	Discusses and clarifies words meaning including homonyms

Sentence Structure, Grammar & Cohesion	
	Know the difference between Standard English forms for verb inflections and local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] and use these mostly appropriately
	Use an increasing range of sentence structures including the use of some subordinate clauses
	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: *the strict maths teacher with curly hair*)
	Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition
	Use a range of sentence types, including commands, statements and questions
	Use fronted adverbials [for example, *Later that day, I heard the bad news.*]
	Use generally consistent tense, person and tone throughout pieces of writing

Composition & Effect	
	Create settings, characters and plot in narratives
	Use dialogue to move the action forward or develop characterisation
	Use language devices (alliteration, onomatopoeia, rhetorical questions, persuasive language, sensationalist language for newspapers)
	Use varied and rich vocabulary (including the use of adverbs and adjectives for detail)
	Pupils begin to use figurative language (similes, personification, metaphor)
	Engage the reader through the use of varied sentence openings
	Begin to use showing sentences to create a vivid image in the reader's mind

Plan, Redraft & Evaluate	
	Discuss and record ideas for writing
	Proof read for spelling and punctuation errors
	Assess the effectiveness of their own and others' writing, suggesting improvements
	Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)

At the end of Year 4 Pupils will be able to:

Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.
Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).
Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.
Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.
Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.
Pupils initiate edits to writing by proof-reading what they have written.
Pupils produce handwriting that is neat and joined.

Terminology to be used by children:

Determiner, pronoun, possessive pronoun, adverbial

Walkern Primary School – Writing Sequence of Learning

At the end of Year 4
Pupils will be able to:

Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.
Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).
Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.
Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.
Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.
Pupils initiate edits to writing by proof-reading what they have written.
Pupils produce handwriting that is neat and joined.

Year 5 Pupils will be taught to:

Handwriting & Presentation	
	Write legibly, fluently with increasing speed
	Choose whether or not to join a specific letter
	Use an unjoined style where appropriate (headings, diagrams)
	Be able to use appropriate standard of handwriting (e.g. notes vs published writing)

Spelling & Punctuation	
	Spell most words correctly, including homophones & common exception words for Year 5 & 6
	Begin to use commas to clarify meaning or avoid ambiguity
	use brackets, dashes or commas for parenthesis e.g. asides, additional information
	Make use of colons and semi-colons
	Punctuate sentences accurately most of the time
	Begin to use punctuation for effect (e.g. ellipses, question make, exclamation mark)

Spoken Language	
	Expresses ideas and opinions with clarity and precision
	Generally selects spoken standard English with few exceptions
	Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience
	Presents spoken arguments and ideas with logical sequencing and uses evidence to back up ideas
	Discusses and clarifies word meaning, uses a wider range of synonyms precisely and effectively
	Begins to select appropriate synonyms for audience and purpose
	Builds a varied and rich vocabulary, including constructions for formal language

Sentence Structure, Grammar & Cohesion	
	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
	Make use of a wide range of sentence structures, including subordinate clauses, short sentences for effect and openers
	Indicate degree of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must) or the conditional tense
	Use the perfect form of verbs to mark relationships of time or cause
	Use of the conditional to express possibility
	Use adverbs to build cohesion (e.g. then, after that, firstly)
	Use consistent tense and person throughout a piece of writing
	Link ideas and time across paragraphs using adverbials of time, place and number (e.g. later, nearby, secondly, or tense choices)
	Use most appropriate text structure and paragraphing for genre
	Use some layout devices (headings, subheadings, line breaks in poetry)

Composition & Effect	
	Identify audience and purpose of writing, selecting appropriate form
	Use of language and register of formal and informal speech and writing – writing most appropriately
	Integrate dialogue to convey character and advance the action
	Use showing sentences to create a vivid picture in the readers mind
	Make appropriate use of metaphor, simile and personification across a range of text types
	Describe settings, character and atmosphere
	Select from a wide range of ambitious and imaginative vocabulary
	Use language techniques (e.g. alliteration, onomatopoeia, repetition, rhetorical questions) across a range of text types
	Use expanded noun phrases to convey complicated information concisely
	Begin to show awareness of the audience through use of asides, comments, suspense, dialogue

Plan, Redraft & Evaluate	
	Note and develop initial ideas to plan writing
	Proof read for known spelling, punctuation and grammatical errors
	Assess the effect of their own and others' writing according to the writing focus of the task
	Propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning with prompting

Terminology to be used by children:

modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

At the end of Year 5 Pupils will be able to:

Pupils must use basic punctuation accurately (full stops, capital letters, question marks, exclamation marks, commas in lists and inverted commas.
Spelling is broadly accurate, including spelling of common exception words
Pupils are beginning to use commas, dashes or brackets for parenthesis
Pupils can use a range pf sentence structures including relative clauses, openers, subordinating conjunctions
Pupils are able to structure writing into paragraphs and appropriate text structure and organisation
Pupils engage their reader with careful /ambitious choice of language and vocabulary techniques (figurative language, alliteration and repetition) for different audiences and purpose
Pupils are able to identify errors and make some improvements to their own work
Handwriting is legible, joined and can be sustained.

Walkern Primary School – Writing Sequence of Learning

At the end of Year 5
Pupils will be able to:

Pupils must use basic punctuation accurately (full stops, capital letters, question marks, exclamation marks, commas in lists and inverted commas.
Spelling is broadly accurate, including spelling of common exception words
Pupils are beginning to use commas, dashes or brackets for parenthesis
Pupils can use a range pf sentence structures including relative clauses, openers, subordinating conjunctions
Pupils are able to structure writing into paragraphs and appropriate text structure and organisation
Pupils engage their reader with careful /ambitious choice of language and vocabulary techniques (figurative language, alliteration and repetition) for different audiences and purpose
Pupils are able to identify errors and make some improvements to their own work
Handwriting is legible, joined and can be sustained.

Year 6 Pupils will be taught to:

Handwriting & Presentation	
	Write legibly and fluently with speed
	Choose whether or not to join specific letters (e.g. headings, capitals)
	Consider carefully the style of handwriting appropriate to the task (e.g. vary font for emphasis)
	Able to use appropriate standard writing for task (e.g. notes and published writing)

Spelling & Punctuation	
	Spell almost all words correctly (including 5/6 common exception words and homophones) using a dictionary for unfamiliar words
	Can use commas to clarify and separate clauses (subordinating/ adverbials)
	Make some use of semi-colons, colons or dashes to mark boundaries between independent clauses
	Make some use of hyphens to avoid ambiguity
	Make some use of colons to introduce lists
	Punctuate bullet points consistently
	Can punctuate precisely to enhance meaning, to avoid ambiguity or for effect (e.g. ellipses, question marks, exclamation mark, dash)

Spoken Language	
	Effectively uses intonation, tone, volume and action when speaking or performing publicly so that meaning is clear to the audience
	Builds on their own and others' ideas and challenges views courteously
	Negotiates and makes decisions taking account of alternatives and consequences
	Presents spoken arguments and ideas with logical sequencing, uses evidence to back up ideas and makes use of persuasive language
	Uses a wide range of synonyms and rich vocabulary which is fit for audience
	Incorporates language from a wide range of written and oral contexts
	Uses a range of cohesive devices to link ideas

Sentence Structure, Grammar & Cohesion	
	Recognise and use structures appropriate for formal speech and writing (including the subjunctive and impersonal form)
	Make appropriate use of wide range of sentence constructions (e.g. subordinating conjunctions, short sentences for effect and openers)
	Use appropriate grammatical structures within different genres (e.g. contractions in dialogue, passive voice, modal verbs to suggest degree of possibility)
	Use appropriate text structure and paragraphing for genre
	Use consistent tense, person and tone throughout a piece of writing
	Use appropriate layout devices for genre
	Build cohesion using a range of devices to link ideas across a paragraph, e.g. repetition, conjunctions, pronouns, adverbials, synonyms

Composition & Effect	
	Identify the audience and purpose of writing, selecting the appropriate form and showing good awareness of the reader (asides, suspense, vocabulary choices)
	Can sustain a particular viewpoint (character, point of view) throughout a piece of writing
	Describe settings, character and atmosphere using ambitious vocabulary, figurative language and showing sentences (to create a vivid picture in the readers mind) effectively
	Integrate dialogue effectively to convey character and advance the action
	Distinguish between the language of speech and writing, choosing the appropriate register
	Exercise conscious control over levels of formality using grammar and vocabulary to achieve this
	Use language techniques (e.g. onomatopoeia, repetition, alliteration, pejorative language, sensationalist language, emotive language, rhetorical question) across a range of writing genres
	Write imaginative, lively and engaging texts

Plan, Redraft & Evaluate	
	Note and developing initial ideas to plan writing
	Proof read for known spelling, punctuation and grammatical errors (including subject-verb agreement)
	Assess the effect of their own and others' writing according to the writing focus of the task
	Propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning during and after writing

Terminology to be used by children:

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points

At the end of Year 6 Pupils will be able to:

Pupils write fluently, independently and effortlessly with only occasional errors of punctuation, grammar and spelling.
Pupils use the full range of sentence punctuation in their work.
Pupils use precise and carefully chosen vocabulary in their writing, although new subject-specific vocabulary will continue to develop.
Pupils are able to control the presentation of information through the nuances of language choices, sentence construction and punctuation. Pupils independently make appropriate and timely improvements to their work.
Pupils use figurative language to enhance description.