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| WRITING SKILLS REC to Y6 | | | | | | | |
|  | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
|  | End of REC  Expectations | End of Year 1  Expectations | End of Year 2  Expectations | End of Year 3 Expectations | End of Year 4  Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age  8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Phonic &  Whole word  spelling | REC - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | • words containing each of the 40+ phonemes taught  • common exception words  • the days of the week  • name the letters of the alphabet in order  • using letter names to distinguish between alternative spellings  of the same sound | • segmenting spoken words into phonemes and representing  these by graphemes, spelling many correctly  • learning new ways of spelling phonemes for which 1 or more  spellings are already known, and learn some words with each  spelling, including a few common homophones  • learning to spell common exception words  • distinguishing between homophones and near-homophones | • spell further homophones  • spell words that are often misspelt (Appendix 1) | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other  words which are often confused  • use knowledge of morphology and etymology in spelling and  understand that the spelling of some words needs to be learnt  specifically, as listed in Appendix 1 | • spell some words with ‘silent’ letters  • continue to distinguish between homophones and other  words which are often confused  • use knowledge of morphology and etymology in spelling and  understand that the spelling of some words needs to be learnt  specifically, as listed in Appendix 1 |  |
| Other word  building  spelling | REC - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | • using the spelling rule for adding –s or –es as the plural marker  for nouns and the third person singular marker for verbs  • using the prefix un–  • using –ing, –ed, –er and –est where no change is needed in the  spelling of root words  • apply simple spelling rules and guidance from Appendix 1 | • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • add suffixes to spell longer words, including –ment, –ness,  –ful, –less, –ly  • apply spelling rules and guidelines from Appendix 1 | • use further prefixes and suffixes and understand how to add  them  • place the possessive apostrophe accurately in words with  regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a  dictionary | • use further prefixes and suffixes and understand how to add  them  • place the possessive apostrophe accurately in words with  regular plurals and in words with irregular plurals  • use the first 2 or 3 letters of a word to check its spelling in a  dictionary | • use further prefixes and suffixes and understand the guidance  for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning  or both of these in a dictionary | • use further prefixes and suffixes and understand the guidance  for adding them  • use dictionaries to check the spelling and meaning of words  • use the first 3 or 4 letters of a word to check spelling, meaning  or both of these in a dictionary |
| Transcription | REC - They write simple sentences which can be read by themselves and others. | • 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. | • write from memory simple sentences, dictated by the teacher,  that include words and punctuation taught so far | • write from memory complex and compound sentences, dictated by the teacher,  that include words and punctuation taught so far | • write from memory complex and compound sentences, dictated by the teacher,  that include words and punctuation taught so far |
| Handwriting | REC - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | • sit correctly at a table, holding a pencil comfortably and  correctly  • begin to form lower-case letters in the correct direction,  starting and finishing in the right place  • form capital letters  • form digits 0-9  • understand which letters belong to which handwriting  ‘families’ and to practise these | • form lower-case letters of the correct size relative to one  another  • 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  • write 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 | • use the diagonal and horizontal strokes that are needed to  join letters and understand which letters, when adjacent to one  another, are best left unjoined  • increase the legibility, consistency and quality of their  handwriting | • use the diagonal and horizontal strokes that are needed to  join letters and understand which letters, when adjacent to one  another, are best left unjoined  • increase the legibility, consistency and quality of their  handwriting | • 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 | • 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 |
| Contexts for  Writing | N/A |  | • writing narratives about personal experiences and those of  others (real and fictional)  • writing about real events  • writing poetry  • writing for different purposes | • discussing writing similar to that which they are planning to  write in order to understand and learn from its structure,  vocabulary and grammar | • discussing writing similar to that which they are planning to  write in order to understand and learn from its structure,  vocabulary and grammar | • identifying the audience for and purpose of the writing,  selecting the appropriate form and using other similar writing as  models for their own  • in writing narratives, considering how authors have developed  characters and settings in what pupils have read, listened to or  seen performed | • identifying the audience for and purpose of the writing,  selecting the appropriate form and using other similar writing as  models for their own  • in writing narratives, considering how authors have developed  characters and settings in what pupils have read, listened to or  seen performed |
| Planning  Writing | N/A | • saying out loud what they are going to write about  • composing a sentence orally before writing it | • planning or saying out loud what they are going to write about | • discussing and recording ideas  • composing and rehearsing sentences orally (including  dialogue), progressively building a varied and rich vocabulary  and an increasing range of sentence structures | • discussing and recording ideas  • composing and rehearsing sentences orally (including  dialogue), progressively building a varied and rich vocabulary  and an increasing range of sentence structures | • noting and developing initial ideas, drawing on reading and  research where necessary | • noting and developing initial ideas, drawing on reading and  research where necessary |
| Drafting  Writing | N/A | • sequencing sentences to form short narratives  • re-reading what they have written to check that it makes  sense | • writing down ideas and/or key words, including new  vocabulary  • encapsulating what they want to say, sentence by sentence | • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices  (headings & subheadings) | • organising paragraphs around a theme  • in narratives, creating settings, characters and plot  • in non-narrative material, using simple organisational devices | • 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 | • 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 |
| Editing Writing | N/A | • discuss what they have written with the teacher or other  pupils | • evaluating their writing with the teacher and other pupils  • rereading to check that their writing makes sense and that  verbs to indicate time are used correctly and consistently,  including verbs in the continuous form  • proofreading to check for errors in spelling, grammar and  punctuation | • assessing the effectiveness of their own and others’ writing  and suggesting improvements  • proposing changes to grammar and vocabulary to improve  consistency, including the accurate use of pronouns in  sentences  • proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others’ writing  and suggesting improvements  • proposing changes to grammar and vocabulary to improve  consistency, including the accurate use of pronouns in  sentences  • proofread for spelling and punctuation errors | • 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  • proofread for spelling and punctuation errors | • 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  • proofread for spelling and punctuation errors |
| Performing  Writing | N/A | • read their writing aloud clearly enough to be heard by their  peers and the teacher. | • read aloud what they have written with appropriate  intonation to make the meaning clear | • read their own writing aloud, to a group or the whole class,  using appropriate intonation and controlling the tone and  volume so that the meaning is clear. | • read their own writing aloud, to a group or the whole class,  using appropriate intonation and controlling the tone and  volume so that the meaning is clear. | • perform their own compositions, using appropriate  intonation, volume, and movement so that meaning is clear. | • perform their own compositions, using appropriate  intonation, volume, and movement so that meaning is clear. |
| Vocabulary | N/A | • joining words and joining clauses using "and" | • expanded noun phrases to describe and specify | • extending the range of sentences with more than one clause  by using a wider range of conjunctions, including when, if,  because, although  • choosing nouns or pronouns appropriately for clarity and  cohesion and to avoid repetition  • using conjunctions, adverbs and prepositions to express time  and cause (and place) | • extending the range of sentences with more than one clause  by using a wider range of conjunctions, including when, if,  because, although  • choosing nouns or pronouns appropriately for clarity and  cohesion and to avoid repetition | • use a thesaurus  • using expanded noun phrases to convey complicated  information concisely  • using modal verbs or adverbs to indicate degrees of possibility | • use a thesaurus  • using expanded noun phrases to convey complicated  information concisely  • using modal verbs or adverbs to indicate degrees of possibility |
| Grammar  (edited to reflect content  in Appendix 2) | N/A | • regular plural noun suffixes (-s, -es)  • verb suffixes where root word is unchanged (-ing, -ed, -er)  • un- prefix to change meaning of adjectives/adverbs  • to combine words to make sentences, including using and  • Sequencing sentences to form short narratives  • separation of words with spaces  • sentence demarcation (. ! ?)  • capital letters for names and pronoun 'I') | • sentences with different forms: statement, question,  exclamation, command  • the present and past tenses correctly and consistently  including the progressive form  • subordination (using when, if, that, or because) and coordination (using or, and, or but)  • some features of written Standard English  • suffixes to form new words (-ful, -er, -ness)  • sentence demaracation  • commas in lists  • apostrophes for ommission & singular posession | • using the present perfect form of verbs in contrast to the past  tense  • form nouns using prefixes (super-, anti-)  • use the correct form of 'a' or 'an'  • word families based on common words (solve, solution,  dissolve, insoluble) | • using fronted adverbials  • difference between plural and possesive -s  • Standard English verb inflections (I did vs I done)  • extended noun phrases, including with prepositions  • appropriate choice of pronoun or noun to create cohesion | • using the perfect form of verbs to mark relationships of time  and cause  • using relative clauses beginning with who, which, where,  when, whose, that or with an implied (ie omitted) relative  pronoun  • converting nouns or adjectives into verbs  • verb prefixes  • devices to build cohesion, including adverbials of time, place  and number | • recognising vocabulary and structures that are appropriate for  formal speech and writing, including subjunctive forms  • using passive verbs to affect the presentation of information  in a sentence  • using the perfect form of verbs to mark relationships of time  and cause  • differences in informal and formal language  • synonyms & Antonyms  • further cohesive devices such as grammatical connections and  adverbials  • use of ellipsis |
| Punctuation  (edited to reflect content  in Appendix 2) | N/A | • beginning to punctuate sentences using a capital letter and a  full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of  the week, and the personal pronoun ‘I’ | • 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) | • using and punctuating direct speech (i.e. Inverted commas) | • using commas after fronted adverbials  • indicating possession by using the possessive apostrophe with  singular and plural nouns  • using and punctuating direct speech (including pucntuation  within and surrounding inverted commas) | • using commas to clarify meaning or avoid ambiguity in writing  • using brackets, dashes or commas to indicate parenthesis | • using hyphens to avoid ambiguity  • using semicolons, colons or dashes to mark boundaries  between independent clauses  • using a colon to introduce a list  punctuating bullet points consistently |
| Grammatical terminology | REC – Irregular words, letter, capital letter, full stop, sentence. | letter, capital letter, word, singular, plural , sentence  punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation,  command, compound, adjective, verb, suffix , adverb  tense (past, present) , apostrophe, comma | adverb, preposition conjunction, word family, prefix, clause,  subordinate clause, direct speech, consonant, consonant letter  vowel, vowel letter, inverted commas | determiner, pronoun, possessive pronoun,  adverbial | modal verb, relative pronoun, relative clause, parenthesis,  bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis,  hyphen, colon, semi-colon, bullet points |