Writing – EYFS Content Breadth and Progression

Our Writing curriculum is taught within EYFS topics, as part of the daily continuous provision and during adult enhanced activities.

Three and Four Year Olds

Literacy

- 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 list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Physical Development

- 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

Reception

Literacy

- Explore, Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Physical Development

- 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.

Early Learning Goal

Writing

- 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.

Physical Development

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Mark-making
Meaning
Sounds
Letters
Words
Blend
Segment
Name
Label
Caption
Sentence

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Writing – Year 1 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 1 writing curriculum are highlighted below.

Writing with Purpose
- Use some of the characteristic features of the type of writing used.

Using Imaginative Description
- Use well-chosen adjectives to add detail.
- Use names of people, places and things.

Organising Writing Appropriately
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.

Using Paragraphs
- Write about more than one idea.

Using Sentences Appropriately
- Sequence sentences to form a clear narrative.
- Join sentences with conjunctions.

Presenting Neatly
- Begin to form lower-case letters correctly and of consistent size.
- Form capital letters and digits 0 – 9 correctly and of consistent size.
- Use spacing between words that reflects the size of the letters.

Spelling Correctly
- Spell words containing 40+ learned phonemes.
- Add prefixes and suffixes.

Punctuating Accurately
- Begin to use a capital letter for the names of people, places, the days of the week and I.
- Use full stops, capital letters, exclamation marks and question marks.
- Use subordination (when, if, that, because).
- Use coordination (or, and, but).

Presenting Writing
- Read aloud clearly enough to be heard by peers and the teacher.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Features
Imaginative description
Verb
Noun
Adjective
Pronoun
Simile *(as)*
Tenses *(past and present)*
Conjunctions
Prefix
Suffix
Singular
Plural
Bullet points

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Writing – Year 2 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 2 writing curriculum are highlighted below.

Writing with Purpose

- Use some of the characteristic features of the type of writing used.

Using Imaginative Description

- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use nouns and pronouns for variety.

Organising Writing Appropriately

- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.

Using Paragraphs

- Write about more than one idea.
- Group related information.

Using Sentences Appropriately

- Sequence sentences to form a clear narrative.
- Join sentences with conjunctions.
- Vary the way sentences begin.

Presenting Neatly

- Form capital letters and digits 0 – 9 correctly and of consistent size.
- Begin to join some letters.
- Use spacing between words that reflects the size of the letters.

Spelling Correctly

- Spell words containing 40+ learned phonemes.
- Spell common exception words.
- Add prefixes and suffixes.
- Use the possessive (singular) apostrophe.
- Distinguish between homophones and near homophones.

Punctuating Accurately

- Use capital letters for the names of people, places, the days of the week and I.
- Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Verb
Adverb
Simile *(as/like)*
Tenses (past and present)
Possessive apostrophe
Apostrophe for Contraction
Speech marks
Simple sentence
Compound sentence *(coordinating conjunction)*
Complex Sentence *(subordinating conjunction)*

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Writing – Year 3 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 3 writing curriculum are highlighted below.

Writing with Purpose

- Use the main features of a type of writing (identified in reading).
- Use techniques used by authors to create characters and settings.

Using Imaginative Description

- Create characters, settings and plots.
- Use alliteration effectively.
- Use similes effectively.
- Use a range of descriptive phrases including some collective nouns.

Organising Writing Appropriately

- Use organisational devices such as headings and subheadings.
- Use the perfect form of verbs to mark relationships of time and cause. Eg.: Present perfect – She has arrived. Past perfect – By the time we arrived at the party, it had ended. Future perfect – By the time we arrive, the party will have ended.
- Use conjunctions that signal time, shift attention, inject suspense and shift the setting.

Using Paragraphs

- Organise paragraphs around a theme.
- Sequence paragraphs.

Using Sentences Appropriately

- Use a mixture of simple, compound and complex sentences.
- Write sentences that include: conjunctions, adverbs and direct speech.

Presenting Neatly

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.

Spelling Correctly

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelled words.

Punctuating Accurately

- Use and punctuate direct speech.

Analysing Writing

- Use and understand grammatical terminology in discussing reading and writing (word family, conjunction, adverb, preposition, direct speech, speech marks, prefix, consonant, vowel, clause, subordinate clause).

Vocabulary Concepts

Key concepts the children will learn during the year include:

Techniques of Authors
Plot
Descriptive phrase
Organisational device
Simile *(as/like)*
Perfect Tense ***(past and present perfect form of verbs)***
Direct Speech
Speech Marks
Inverted Commas
Possessive Apostrophe
Apostrophe for Contraction
Simple Sentence
Compound Sentence *(coordinating conjunction)*
Complex Sentence *(subordinating conjunction)*
Subordinate Clause

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Writing – Year 4 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 4 writing curriculum are highlighted below.

Writing with Purpose

- Use the main features of a type of writing (identified in reading).
- Use techniques used by authors to create characters and settings.

Using Imaginative Description

- Create characters, settings and plots.
- Use alliteration effectively.
- Use similes effectively.
- Use a range of descriptive phrases including some collective nouns.

Organising Writing Appropriately

- Use organisational devices such as headings and subheadings.
- Use the perfect form of verbs to mark relationships of time and cause. Eg.: Present perfect – She has arrived. Past perfect – By the time we arrived at the party, it had ended. Future perfect – By the time we arrive, the party will have ended.
- Use conjunctions that signal time, shift attention, inject suspense and shift the setting.

Using Paragraphs

- Organise paragraphs around a theme.
- Sequence paragraphs.

Using Sentences Appropriately

- Use a mixture of simple, compound and complex sentences.
- Write sentences that include: conjunctions, adverbs, direct speech is punctuated correctly, uses clauses and adverbial phrases.

Presenting Neatly

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

Spelling Correctly

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Place the possessive apostrophe in words with regular and irregular plurals.

Punctuating Accurately

- Use commas after fronted adverbials.
- Use and punctuate direct speech.

Analysing Writing

- Use and understand grammatical terminology in discussing reading and writing (including pronoun, possessive pronoun and adverbial).

Vocabulary Concepts

Key concepts the children will learn during the year include:

Techniques of Authors
Setting
Plot
Adverbial Phrase
Clause
Possessive Pronoun
Simile *(as/like)*
Perfect Tense
Direct Speech
Speech Marks
Inverted Commas
Possessive Apostrophe
Apostrophe for Contraction
Simple Sentence
Compound Sentence
Complex Sentence

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Writing – Year 5 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 5 writing curriculum are highlighted below.

Writing with Purpose

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.

Using Imaginative Description

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

Organising Writing Appropriately

- Guide the reader by using a range of organisational devices, including a range of conjunctions.
- Choose effective grammar and punctuation.
- Ensure the correct use of tense throughout a piece of writing.

Using Paragraphs

- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.

Using Sentences Appropriately

- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, a clear subject and object and bullet points.

Presenting Neatly

- Write fluently and legibly with a personal style.

Spelling Correctly

- Use prefixes appropriately.
- Spell correctly some words with silent letters.

Punctuating Accurately

- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- Use 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, and punctuating bullet points consistently.

Analysing Writing

- Use and understand grammatical terminology when discussing writing and reading (including relative clause, modal verb, relative pronoun, bracket, dash, determiner, cohesion, ambiguity).

Presenting Writing

- Perform compositions, using appropriate intonation and volume.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Imagery
Interweave
Cohesive
Subject and Object
Synonym/Antonym
Colons/Semi-colons
Progressive Tense
Direct Speech
Possessive Apostrophe
Simple Sentence
compound sentence
complex sentence
Relative Clause
Relative Pronoun

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Writing – Year 6 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 6 writing curriculum are highlighted below.

Writing with Purpose

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.

Using Imaginative Description

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

Organising Writing Appropriately

- Guide the reader by using a range of organisational devices, including a range of conjunctions.
- Choose effective grammar and punctuation.
- Ensure the correct use of tense throughout a piece of writing.

Using Paragraphs

- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length.

Using Sentences Appropriately

- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons and bullet points.

Presenting Neatly

- Write fluently and legibly with a personal style.

Spelling Correctly

- Use prefixes appropriately.
- Spell correctly some words with silent letters.
- Spell the vast majority of words correctly.

Punctuating Accurately

- Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity.
- Use brackets, sashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently.

Presenting Writing

- Perform compositions, using appropriate intonation and volume.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Imagery
Interweave
Clarity/Clarify
Meaning/Avoid Ambiguity
Cohesive
Active/Passive Voice
Synonym/Antonym
Colons/Semi-colon
Perfect Tense
Progressive Tense
Direct and Reported Speech
Subjunctive Voice
possessive apostrophe
simple sentence
compound sentence
complex sentence

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