



# Early Writing

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|----------------|---|
| Nursery Entry  | EW1 - walk up and down steps  |
|                | EW2 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.      |
|                | EW3 - Runs safely on whole foot   |
|                | EW4 - Draws lines and circles using gross motor movements.  |
|                | EW5 - Shows control in holding and using jugs to pour, hammers, books and mark-making tools.                  |
|                |   |
| Mid Nursery    | EW6 - Imitates drawing simple shapes such as circles and lines.   |
|                | EW7 - moves across climbing equipment with balance and coordination   |
|                | EW8 - show preference for dominant hand   |
|                | EW9 - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.                     |
|                | EW10 - Holds pencil between thumb and two fingers, no longer using whole-hand grasp.                          |
|                | EW11 - Can copy some letters, e.g. letters from their name.   |
|                |   |
| Nursery Exit   | EW12 - balance on one foot  |
|                | EW13 - Shows control in using simple tools when completing a task   |
|                | EW14 - Begins to use anticlockwise movement and retrace vertical lines  |
|                | EW15 - Uses some clearly identifiable letters to communicate meaning  |
|                | EW16 - Hears and says initial and some final sounds in words.   |
|                | EW17 - produce labels and captions using initial sounds / final / end sounds                                  |
|                | EW18 - Gives meaning to marks they make as they draw, write and paint.  |
|                |   |
| Mid Reception  | EW20 - negotiate space when racing / chasing  |
|                | EW21 - Holds a pencil effectively   |
|                | EW22 - Forms recognisable letters, mostly formed correctly  |
|                | EW23 - breaks speech up into words for writing  |
|                | EW24 - writes phrases using phonic knowledge  |
|                | EW25 - links sounds to letters  |
|                | EW26 - can segment and blend the sounds in simple (cvc) words.  |
|                | EW27 - can travel in different ways and land a jump safely  |
|                | EW28 - shows some control when throwing, kicking, bouncing or rolling a ball / other items                    |
|                |   |
| Reception Exit | W1 - Write recognisable letters, most of which are correctly formed   |
|                | W2 - Spell words by identifying sounds in them and representing the sounds with a letter or letters           |
|                | W3 - Write simple phrases and sentences that can be read by others  |
|                | FM1 - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases |
|                | FM2 - Use a range of small tools, including scissors, paint brushes and cutlery                               |
|                | FM3 - Begin to show accuracy and care when drawing.   |
|                | GM1 - Negotiate space and obstacles safely, with consideration for themselves and others                      |
|                | GM2 - Demonstrate strength, balance and coordination when playing;  |
|                | GM3 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing                   |



# Writing KS1

| Year 1   |
|--|
| WT1 - Spell: words containing each of the 40+ phonemes already taught  |
| WT2 - Spell: common exception words  |
| WT3 - Spell: the days of the week  |
| WT4 - Name the letters of the alphabet: naming the letters of the alphabet in order  |
| WT5 - Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs                              |
| WT6 - Add prefixes and suffixes: using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] |
| WT7 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.   |
| WHP1 - Sit correctly at a table, holding a pencil comfortably and correctly.   |
| WHP2 - Begin to form lower-case letters in the correct direction, starting and finishing in the right place.   |
| WHP3 - Form capital letters.   |
| WHP4 - Form digits 0-9.  |
| WC1 - Write sentences by: saying out loud what they are going to write about   |
| WC2 - Write sentences by: composing a sentence orally before writing it  |
| WC3 - Write sentences by: sequencing sentences to form short narratives  |
| WC4 - Write sentences by: re-reading what they have written to check that it makes sense   |
| VGP1 - leaving spaces between words  |
| VGP2 - joining words and joining clauses using and   |
| VGP3 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  |
| VGP4 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  |

| Year 2  |
|---|
| WT1 - Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly]  |
| WT2 - Spell by learning to spell common exception words   |
| WT3 - Spell by distinguishing between homophones and near-homophones  |
| WT4 - Spell by Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly   |
| WT5 - Spell by Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  |
| WHP1 - Form lower-case letters of the correct size relative to one another.   |
| WHP2 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.   |
| WHP3 - Use spacing between words that reflects the size of the letters.   |
| WC1 - Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)   |
| WC2 - Develop positive attitudes towards and stamina for writing by: writing about real events  |
| WC3 - Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about   |
| WC4 - Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary  |
| WC5 - Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]                          |
| VGP1 - Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks. |
| VGP2 [Learn how to use: sentences with different forms: question,   |
| VGP3 - Learn how to use: the present and past tenses correctly and consistently including the progressive form  |
| VGP4 - Learn how to use: subordination (using when, if,   |



# Writing LKS2

## Year 3

WT1 Use further prefixes and suffixes and understand how to add them (Appendix 1)

WT2 - Use the first two or three letters of a word to check its spelling in a dictionary

WT3 - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

WT4 - Spell further homophones

WT5 - Place the possessive apostrophe accurately in words and regular plurals

WH1 - 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 (whoosh into letters)

WC1 - Draft and write by: composing and rehearsing sentences orally (including dialogue)

WC2 - Draft and write by: in narratives, creating settings,

WC3 - Draft and write by: in non-narrative material, using simple organisational devices such as headings and sub-headings

WC4 - Evaluate and edit by: proof-read for spelling and punctuation errors

WV1 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

WV2 - Use fronted adverbials

WV3 - Use commas after fronted adverbials

WV4 - Indicate possession by using the possessive apostrophe with plural nouns

## Year 4

WT1 - Use further prefixes and suffixes and understand how to add them (Appendix 1)

WT2 - Place the possessive apostrophe accurately in words with irregular plurals

WT3 - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

WHP1 - Increase the legibility, consistency & quality of handwriting, e.g. ensuring that downstrokes of letters are parallel & equidistant; lines of writing are spaced sufficiently so that ascenders & descenders of letters do not touch.

WC1 - Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)

WC2 - Draft and write by: organising paragraphs around a theme

WC3 - Draft and write by: in narratives, creating characters and plot

WC4 - Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

WC5 - Evaluate and edit by: proof-read for spelling and punctuation errors

VGP1 - Using the perfect form of verbs to mark relationships of time and cause



# Writing Year 5

## Year 5 Writing

WT1 - Use further prefixes and suffixes and understand the guidance for adding them.

WT2 - Continue to distinguish between homophones and other words which are often confused.

WT3 - Use dictionaries to check the spelling and meaning of words.

WT4 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

WT5 - Use a thesaurus.

WHP1 - Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

WC1 - Plan their writing by: identifying the audience for and purpose of the writing

WC2 - Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character

WC3 - Draft and write by: using a wide range of devices to build cohesion within and across paragraphs

WC4 - Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing

WC5 - Proof-read for spelling and punctuation errors.

WC6 - Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining

VGP1 - Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility

VGP2 - Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

VGP3 - Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing

VGP4 - Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis

### Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>