



COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED



Writing Curriculum - Knowledge and Skills Progression Map

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Writing Transcription: Spelling							
Phonics and Spelling Rules	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. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known	Words ending in ff, ll, ss, zz and ck. Words with the /k/sound spelled 'k' and 'nk' spelling pattern. Words with the 'tch' trigraph. Adding s and es to make plurals. Adding the suffixes ing and ed. Adding the prefix un- and the suffixes -er and -est.	Words where dge makes a /j/ sound. Words where ge makes a /j/ sound. Words where g makes a /j/ sound. Words where c makes a /s/ sound before e, i and y. Words where kn and gn make a /n/ sound at the beginning of words. Words where wr makes a /r/ sound at the beginning of words.	Digraph ou makes an /ow/ sound. Digraph ou makes a /u/ sound. Words where y makes an /i/ sound. Words ending in sure. Words ending in ture. Prefixes re, dis, mis.	Homophones Prefix in meaning not. Prefixes il, im and ir. Prefix sub meaning below or further divided. Prefix inter meaning between or among.	Words ending in tious and ious. Words ending in cious, cial, tial, ent, ance, ancy, ent, ence, able, ible, ably and ibly. Words ending in able where the e from the root word remains. Words that are adverbs of time. Words with suffixes where the base word ends in fer. Words ending lly.	Short vowel sound /i/spelled y. Long vowel sound /igh/ spelled y. Words with cial/shul/ after a vowel. Words with tial. Words with an /oa/ sound spelled ou or ow. Soft c spelled ce. F sound spelled ph. Suffixes ably and ibly.



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	letter-sound correspondences beginning to use a capital letter and a full stop.	Compound words and words with unstressed vowels. Digraphs ay and oy. Split digraphs a_e, e_e, i_e, o_e, u_e. Digraphs ar, ee, ea (where the ea makes an ee sound), ea (makes an e sound), where the er is stressed and unstressed. Digraphs ir and ur. Digraph oo makes an /oo/ sound. Digraph oo makes an /u/ sound. Digraph oa and oe make an /oa/ sound. Digraph ou makes an /ow/ sound. Digraph ow makes an /ow/or/oa sound.	Words ending in le. Words ending in el. Words ending in al. Words ending in il. Words where y makes an /igh/ sound. Words where -es is added to words ending in y. Words where -ed is added to words ending in y. Words where er and est are added to words ending in y. Words where ing is added to words ending in e.	Digraph ai and tetraphraph aigh. Digraph ei and tetraphraph eigh. Digraph ey makes an /ai/ sound. Suffix ly. Homophones Words ending in al and le. Words ending in ly where the base word ends in le. Words ending in ly where the base word ends in ic.	Words where a ch makes a /sh/ sound. Words ending in sion. Words ending in ous. Words ending in ous including those where ge from the base word remains. Words where a suffix is added to words ending in y. Words ending in ious and eous. Words where au makes an /or/ sound.	Words with silent first letters. Silent letters. Words with ie after c. Words where ei can make an /ee/ sound. Words where ough makes an /or/ sound. Words containing ough. Adverbs of possibility and frequency. Homophones or near homophones. Words with Hyphens. Year % Spelling List.	Words ending in ent and ence. Words ending in er, or and ar. Words beginning with acc. Prefixes dis, un, over and im. Words with origins in other countries and languages. Add the prefix over. Suffix ful. Adjectives used to describe settings. Adjectives used to describe feelings. Adjectives to describe characters. Words that can be nouns and verbs.



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	<p>Words ending in y / ee/ and ve/v/.</p> <p>Digraphs ue and ew.</p> <p>Digraph ie makes an igh sound.</p> <p>Words where ie makes an /ee/ sound.</p> <p>Trigraph igh.</p> <p>Digraph or and trigraph ore.</p> <p>Digraphs aw and au make an/ or/ sound.</p> <p>Trigraphs air and ear.</p> <p>Trigraphs ear and are make an /air/ sound.</p> <p>Digraphs ph and wh.</p>	<p>Words where ing is added to single syllable words.</p> <p>Words where ed is added to single syllable words.</p> <p>Words where a makes an /or/ sound.</p> <p>Words where o makes an /u/sound.</p> <p>Words where the digraph ey makes an /ee/sound.</p> <p>Words where a makes an /o/ sound.</p> <p>Words where or and ar make an /er/or/or sound.</p> <p>Words where si and s makes an /zh/sound.</p> <p>Words ending in ment and ness.</p>	<p>Words ending in gue and que.</p> <p>Digraph sc makes a /s/sound.</p> <p>Words ending in sion.</p> <p>Year $\frac{3}{4}$ Spelling List</p>	<p>Words that are adverbs of manner.</p> <p>Words spelled with c before i and e.</p> <p>Words containing sol and real.</p> <p>Words containing phon and sign.</p> <p>Words with the prefixes super, anti and auto.</p> <p>Words with the prefix bi meaning two.</p> <p>Words that are plurals with possessive apostrophes.</p> <p>Year $\frac{3}{4}$ Spelling List</p>		<p>Words with unstressed vowel sounds.</p> <p>Adverbs synonymous with determination.</p> <p>Mathematical Vocabulary.</p> <p>Year $\frac{5}{6}$ Spelling List.</p>



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			Words ending in ful, less and ly. Homophones or near homophones Words ending in tion. Words with an apostrophe for contraction or possession.				
Common Exception Words	To write some irregular common words.	To spell all Y1 common exception words correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.
Further Spelling Conventions		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated	To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use the first three or four letters of a word to check spelling, meaning or both of



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		<p>to represent those phonemes.</p> <p>by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>		<p>dictionary more efficiently.</p>		<p>these in a dictionary.</p>

Writing Transcription: Handwriting

Transcription		Write from memory simple sentences dictated by the	Write from memory simple sentences dictated by the teacher	Write from memory simple sentences, dictated by the teacher, that	Write from memory simple sentences, dictated by the teacher, that	Write from memory simple sentences, dictated by the teacher, that	Write from memory simple sentences, dictated by the teacher, that
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		teacher that include words taught so far.	that includes words taught so far including common exception words and punctuation taught so far.	include words and punctuation taught so far.	include words and punctuation taught so far.	include words and punctuation taught so far.	include words and punctuation taught so far.
Letter Formation, Placement and Positioning	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. Write some letters accurately. Develop their small motor skills so that they can use a	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower-case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. Pencil is held in a stable position between the thumb, index and middle finger (Dynamic Tripod Grasp).	To use a neat, joined handwriting style with increasing accuracy and speed. Double letters bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz Regular verbs: i, ii Verbs ending in 'e': i, 'e' ii Irregular verbs Ascenders Number operations Number names and Roman numerals	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Cloze Sentences Words from the Y3 and 4 Spelling List The Phonetic Alphabet Dictation	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. Mirror Writing The Phonetic Alphabet Dictation	To 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; - choosing the writing implement that is best suited for a task. Dictation Spelling Sentences Words from the Y5 and 6 Spelling List Nouns



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	<p>range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use a static tripod grasp where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist.</p> <p>Circles and Spirals</p> <p>Lines and Diagonals</p> <p>Jellies and Zig-zags</p>	<p>in similar ways) and to practise these.</p> <p>Pencil is held in a stable position between the thumb, index and middle finger (Dynamic Tripod Grasp).</p> <p>Letter families - i, l, t, u, j and y (long ladder letters).</p> <p>Letter families - a, c, f, e, s, and g (curly caterpillar letters).</p> <p>Letter families - b, h, k, m, p and r (one-armed robot).</p> <p>Letter families - v, w, x and z (zig-zag letters).</p> <p>Capital letters</p> <p>Printed letters</p> <p>Punctuation marks.</p>	<p>Long ladder letters - i, l, t, u, j and y.</p> <p>High Frequency Words</p> <p>Dictation exercises:</p> <ul style="list-style-type: none">- CVC words- Double-digit numbers- Poems- Short phrases- Number sentences- Sequencing sentences- Digraphs in Phonics phases 2-4 <p>Curly caterpillar letters - a, c, f, e, s and g.</p> <p>Double digit numbers.</p> <p>One armed robot letters - b, h, k, m, p and r.</p> <p>Zig-zag letters - v, w, x and z.</p> <p>Diagonal joins.</p>	<p>Odd and even numbers</p> <p>Palindromes</p> <p>Tongue Twisters</p> <p>Spanish Colours</p> <p>Spanish Animals</p> <p>Spanish Fruit and Veg</p> <p>Spanish Weather</p> <p>Onomatopoeia</p> <p>Spanish Parts of the Body</p> <p>Similes</p> <p>Regular comparative adjectives: ii</p> <p>Comparative adjectives ending in 'e': i</p> <p>Comparative adjectives ending in 'e': ii.</p>	<p>6, 7, 8, 9, 11, 12 Times Tables</p> <p>Spanish - The House</p> <p>Rounding Rhyme</p> <p>Perimeter Rhyme</p> <p>Spanish - The Garden</p> <p>2D Shapes</p> <p>Spanish - In the Kitchen</p> <p>Spanish - In the Bathroom</p> <p>3D Shapes</p> <p>Spanish - In the Living Room</p> <p>Spanish - In the Bedroom</p> <p>Pangrams</p> <p>Panodromes</p> <p>Alliteration</p>	<p>Cloze Sentences</p> <p>Writing in code - numbers and symbols</p> <p>Proverbs</p> <p>Idioms</p> <p>Jokes</p> <p>Shape Poem, Haiku, Kennings Poem, Riddles, Limericks</p> <p>Dictation</p> <p>Spanish - Farm Animals</p> <p>Spanish - Zoo Animals</p> <p>Spanish - My Clothes</p> <p>Spanish - The Beach</p> <p>Science - Parts of a Flower</p>	<p>Verbs</p> <p>Statement, question, command or exclamation</p> <p>Adjectives</p> <p>Commas</p> <p>Adverbs</p> <p>Colons</p> <p>Pronouns</p> <p>Semi- colons</p> <p>Prepositions</p> <p>Apostrophes</p> <p>Conjunctions</p> <p>Articles</p> <p>Hyphens</p> <p>Common suffixes</p> <p>Inverted commas</p> <p>Prefixes</p>



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	Loopies and Waves I, l and t u, w and e c and o a and d n, m and h j and y g and q b, p and k v, s and r f, x and z	Maths Symbols. Other symbols and punctuation actions	Horizontal joins. The letter f. The letter k. The letters b and d. The letter w. The letter s. The letter z. 10 x table. KS1 Spelling, Punctuation and Grammar Practice: - Long 'a' sound - Nouns - Verbs - Long 'e' sound - Capital letters - Adjectives - Long 'i' sound - Punctuation marks - Adverbs - Long 'o' sound - Long 'u' sound - Conjunctions - Prepositions - Articles (a and an)	Comparative adjectives ending in 'y': i Comparative adjectives ending in 'y': ii Comparative adjectives needing a double letter Irregular comparative adjectives Collective Nouns Synonyms for said.	Geography Words Science Words	Spanish - The Cafe Science - Properties of Materials Spanish - Prepositions Geography - Map of Europe Aesop's Fables Geography - Famous volcanoes History - Egyptians History - Tudors History - Ancient Greece History - Vikings Nice 'n' Neat	Parenthesis Synonyms Ellipsis Antonyms Homophones Punctuation marks Note-taking Months of the Year Maths - Units of Measure Maths - Averages Metaphors Geography - Rivers Personification History - Boudicca Hyperbole Science - Healthy Lifestyle



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						Write in Time!	
Joining Letters			Word spacing.				
Writing: Composition							
Planning, Writing and Editing	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 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	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).



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	<p>list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise</p>	<p>independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> <p>Discuss what they have written with the teacher and other pupils.</p>	<p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>Evaluate their writing with the</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence starters.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (headings and subheadings).</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (headings and subheadings).</p>	<p>listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how</p>	<p>cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>



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	<p>thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences, sometimes using a capital letter and a full stop.</p>	<p>teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>			<p>such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Precising longer passages.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>Precising longer passages.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing are choosing the appropriate register.</p>



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	<p>Re-read what they have written to check it makes sense and make changes where necessary.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>					<p>distinguishing between the language of speech and writing are choosing the appropriate register.</p>	
Awareness of Audience, Purpose and Structure	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend,</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure,</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have</p>



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	<p>using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>To start to engage readers by using adjectives to describe. Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.</p>	<p>To use new vocabulary from their reading, their discussions about it (one- to one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear. To begin to create settings, characters and plot in narratives. Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry.</p>	<p>understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To continue to develop and create settings, characters and plot in narratives.</p>	<p>To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. Identify the audience for and purpose of the writing selecting</p>	<p>read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>	



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	<p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using</p>		<p>Write for different purposes.</p>		<p>the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or even seen performed.</p>	<p>Identify the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or even seen performed.</p>



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Writing: Vocabulary, Grammar and Punctuation							
Full Sentences		Child Initiated Writing		Reading Aloud		Performing Writing	
	<p>full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Child initiated writing (in role and for purpose).</p> <p>Write about real events.</p> <p>Write for different purposes.</p>						
Performing Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Read their writing aloud clearly enough to be heard by their peers and their 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.



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Vocabulary	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.	Leave spaces between words. Join words and joining clauses using 'and'. Use familiar adjectives to add detail.	Use expanded noun phrases to describe and specify. Attempt some varied vocab and use some varied sentence openings.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.
Grammar	To make writing exciting using adjectives. To begin to know sentences can be extended using a joining word (conjunction).	Use regular plural noun suffixes (-s, -es). Use verb suffixes where root word is unchanged (-ing, -ed, -er). Use the un prefix to change meaning of	Use coordination (or, and, but). Use commas in lists. Use sentences with different forms: statement, question,	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an'	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an'	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with	Recognise vocabulary and structures that are appropriate for formal speech and writing including subjective forms. Use passive verbs to affect the presentation of



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	adjectives/adverbs . Combine words to make sentences, including using and sequencing sentences to form short narratives. Separate words with spaces. Use sentence demarcation. Use capital letters for nouns and pronouns. Use and understand grammatical	exclamation, command. Use subordination (using when, if, that or because). Use apostrophes for omission and singular possession. Use the present and past tenses correctly and consistently including the progressive form. Use extended simple sentences including adverbs and adjectives to add interest. Use some features of written Standard English.	Use word families based on common words. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause.	Use word families based on common words. Use a wide range of fronted adverbials correctly punctuated. Use a wide range of conjunctions, adverbs and prepositions to express time and cause.	the implied relative pronoun. Convert nouns or adjectives into verbs. Use verb prefixes. Use devices to build cohesion including adverbials of time, place and number.	information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Understand and use differences in informal and formal language. Understand synonyms and antonyms. Use further cohesive devices such as grammatical connections and adverbials. Use of ellipsis.



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			language when discussing writing.				
Sentence Construction and Tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>



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	<p>range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>						
Use of Phrases and Clauses	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination</p>	<p>To use subordinate clauses, extending the range of sentences with more than one</p>	<p>To use subordinate clauses, extending the range of sentences with</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of</p>



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	<p>in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To begin to form simple and compound sentences.</p>	<p>(when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.</p> <p>Professor Scriffler, who was a famous inventor, had made a new discovery.</p>	<p>verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Punctuation	<p>Think of, say and write a simple sentence, sometimes using a</p>	<p>To use capital letters for names, places, the days of the week and the</p>	<p>To use the full range of punctuation taught at key stage 1</p>	<p>To use the full range of punctuation from</p>	<p>To use all of the necessary punctuation in direct speech,</p>	<p>To use commas consistently to clarify meaning</p>	<p>To use the full range of punctuation taught at key stage 2</p>



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	capital letter and a full stop.	personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. Use a capital letter for names of people, places, the days of the week and the personal pronoun I.	mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	previous year groups. To punctuate direct speech accurately, including the use of inverted commas. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns.	including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns.	or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet points consistently.
Use of terminology	To recognise and use the terms letter, capital letter, word, sentence, full stop	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense,	To recognise and use the terms adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter,	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.



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			past tense, apostrophe and comma.	vowel, vowel letter and inverted commas (or speech marks).			