

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- **Write with confidence, fluency, understanding, creativity and enjoyment.**
- **Write skilfully using accurate grammar, punctuation and spelling.**
- **Write for a range of purposes.**
- **Have a strong desire to write at a high standard for the required purpose and audience.**
- **Have a strong desire to present their writing in a legible way to be clearly read by others.**

#### Year Four

**Spell further homophones. Spell words that are often misspelt (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.**

**Mrs Mactivity Year 4 spelling units.**

#### Year Three

**Spell further homophones. Spell words that are often misspelt (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.**

**Mrs Mactivity Year 3 spelling units.**

#### Year Two

**Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn 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. Learn to spell common exception words. Distinguish between homophones and near-homophones. Learn the possessive apostrophe (singular). Learn 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.**

**Mrs Mactivity Year 2 spelling units.**

#### Year One

**Spell words containing each of the 40+ phonemes taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un-. Use –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.**

**Mrs Mactivity Year 1 spelling units taught in a different order to align with our phonics scheme.**

#### EYFS

**Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)**

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**Year Four**

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

**Year Three**

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

**Year Two**

**Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**

**Year One**

**Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

**EYFS**

**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.**

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#### **Year Four**

**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.**

**Penpals Handwriting Scheme Y4 Units 1-30**

#### **Year Three**

**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.**

**Penpals Handwriting Scheme Y3 Units 1-30**

#### **Year Two**

**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.**

**Penpals Handwriting Scheme Y2 Units 1-30**

#### **Year One**

**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 practise these.**

**Penpals Handwriting Scheme Y1 Units 1-30**

#### **EYFS**

**Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Form lower-case and capital letters correctly.**

**Penpals Handwriting Scheme Foundation 2 (Rec) Units 1-36**

**Penpals Handwriting Scheme Foundation 1 (Nursery) Units 1-17**

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#### Year Four

**Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar .**

**Narrative: Overcoming the Enemy, Rags to Riches, Adventure, Re-birth, Comedy**

**Informative: Recipes, Biography, Playscript**

**Persuasive: Web-page, Letter, Script, Advert**

**Descriptive: Acrostic, Kennings, Kennings, Haiku, Cinquain, Structured Poem, Free Verse, Calligrams**

#### Year Three

**Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar .**

**Narrative: Re-birth, Adventure, Comedy, Rags to Riches, Diary—Overcoming the Enemy.**

**Informative: Non-chronological report, Biography, Web-Page**

**Persuasive: Leaflet, Discussion, Book Review**

**Descriptive: Acrostic, Free Verse, Kennings, Haiku and Tanka, Structured Poem and Calligrams**

#### Year Two

**Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.**

**Narrative: Adventure, Rags to Riches, Comedy, Overcoming the Enemy**

**Informative: Instructions, Biography, Recipes, Newspaper article, E book.**

**Persuasive: Letter**

**Descriptive: Acrostic poem, Free Verse poem, Structured poem, Kennings / Haiku,**

#### Year One

**Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write factual sentences.**

**Children are inspired to write through authentic texts, the world around them and through teacher modelling. The children learn to retell narratives and real events. They learn to construct simple story narratives and descriptions.**

#### EYFS

**Child initiated writing (in role and for purpose). Write narratives about personal experiences and those of others (real and fictional). Write about real events.**

**Children are inspired to write through authentic texts, the world around them and through teacher modelling.**

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#### **Year Four**

**Discuss and record ideas.**

**Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.**

**Children use a range of ways to plan their writing including The Writer's Grid, a Story Mountain, planners detailing opening, build up, dilemma, resolution and ending etc...**

#### **Year Three**

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**Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.**

**Children use a range of ways to plan their writing including The Writer's Grid, a Story Mountain, planners detailing opening, build up, dilemma, resolution and ending etc...**

#### **Year Two**

**Plan or say out loud what they are going to write about.**

**Children use a range of ways to plan their writing including The Writer's Grid, a Story Mountain, planners detailing opening, build up, dilemma, resolution and ending etc...**

#### **Year One**

**Say out loud what they are going to write about.**

**Compose a sentence orally before writing it.**

#### **EYFS**

**Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) 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. (C&L)**

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**Year Four**

**Organise paragraphs around a theme.**

**in narratives, create settings, characters and plot.**

**in non-narrative material, use simple organisational devices (headings & subheadings)**

**Year Three**

**Organise paragraphs around a theme.**

**in narratives, create settings, characters and plot.**

**in non-narrative material, use simple organisational devices (headings & subheadings)**

**Year Two**

**Write down ideas and/or key words, including new vocabulary**

**Encapsulate what they want to say, sentence by sentence.**

**Year One**

**Sequence sentences to form short narratives.**

**EYFS**

**To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)**

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**Year Four**

**Assess the effectiveness of their own and others' writing and suggest improvements.**

**Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.**

**Year Three**

**Assess the effectiveness of their own and others' writing and suggest improvements.**

**Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.**

**Year Two**

**Evaluate their writing with the teacher and other pupils.**

**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.**

**Year One**

**Re-read what they have written to check that it makes sense.**

**Discuss what they have written with the teacher or other pupils.**

**EYFS**

**To check written work by reading and make changes where necessary.(LIT)**

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#### **Year Four**

**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.**

#### **Year Three**

**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.**

#### **Year Two**

**Use expanded noun phrases to describe and specify.**

**Attempt some varied vocab and use some varied sentence openings e.g. time connectives.**

#### **Year One**

**Leave spaces between words.**

**Join words and joining clauses using "and".**

**Use familiar adjectives to add detail e.g. red apple, bad wolf .**

#### **EYFS**

**Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) 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. (C&L)**

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#### Year Four

**Principle, Concept, Evaluate, Obtain, Reside, Relevant, Crucial, Bias, Parallel, Adjacent, Automate, Hierarchy, Dispose, Chemical, Exceed, Mutual, Erode, Converse, Minimal, Ethic, Device, Violate, Temporary, Neutral, Derive, Ignorance, Reveal, Intelligence, Lecture**

#### Year Three

**Distribute, Establish, Drama, Highlight, Theme, Abandon, Accompany, Extract, Guarantee, Insert, Priority, Eliminate, Adult, Adapt, Behalf, Assure, Cease, Norm, Mature, Bulk, Suspend, Unify, Community, Transport, Transform, Bond.**

#### Year Two

**Vary, Assume, Concept, Respond, Approach, Income, Secure, Journal, Require, Select, Transfer, Series, Summary Undertake, Channel, Edit, Portion, Rigid, Vision, Revolution, Brief, Assemble, Category, Recover.**

#### Year One

**Collapse, Achieve, Chapter, Primary, Site, Positive, Assess, Identify, Issue, Design, Previous, Survive, Topic, Minimum, Maximum, Reverse, Display, Relax, Sphere, Similar.**

#### EYFS

**Enormous, Research, Medium, Area, Create, Normal, Focus, Item, Code, Cycle, Volume, Task, Label, Job, Style, Tape, Route, Team.**

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#### **Year Four**

**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 word families based on common words (solve, solution, dissolve, insoluble). Use a wide range of fronted adverbials correctly punctuated. Use a wide range of conjunctions, adverbs and prepositions to express time and cause. Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**

#### **Year Three**

**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 word families based on common words (solve, solution, dissolve, insoluble). Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**

#### **Year Two**

**Use coordination (using or, and, or but). Use commas in lists use sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, or because). Use apostrophes for omission & singular possession. Use the present and past tenses correctly and consistently including the progressive form. Use extended simple sentences e.g. including adverbs and adjectives to add interest. Use some features of written Standard English. Learn how to use selected grammar for Year 2. Use and understand grammatical terminology when discussing writing.**

#### **Year One**

**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 adjectives/adverbs. Combine words to make sentences, including using and. Sequence sentences to form short narratives. Separate words with spaces. Use sentence demarcation (. ! ?). Use capital letters for names and pronoun 'I'.**

#### **EYFS**

**To make writing exciting using wow words (adjectives). (LIT)**

**To begin to know sentences can be extended using a joining word (conjunction) (LIT)**

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#### **Year Four**

**Use commas after fronted adverbials.**

**Indicate possession by using the possessive apostrophe with singular and plural nouns.**

**Use and punctuate direct speech (including punctuation within and surrounding inverted commas).**

#### **Year Three**

**Use commas after fronted adverbials.**

**Indicate possession by using the possessive apostrophe with singular and plural nouns.**

**Use and punctuate direct speech (including punctuation within and surrounding inverted commas).**

#### **Year Two**

**Develop understanding by learning how to use familiar and new punctuation correctly:**

**Full stops and capital letters and question marks.**

**Use sentence demarcation CL . ?**

**Use exclamation marks and commas in a list.**

**Use apostrophes for contracted form and for possession.**

#### **Year One**

**Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.**

**Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.**

#### **EYFS**

**Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)**

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**Year Four**

**determiner , pronoun , possessive pronoun, adverbial.**

**Year Three**

**adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')**

**Year Two**

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

**Year One**

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

**EYFS**

**letter, capital letter, word, sentence, full stop.**