

EYFS

Key Vocabulary for EYFS

Song, rhyme, gesture, finger movement, words, phrases, print, marks, draw, letters, lowercase, capital, sounds, spell, capital letter, full stop, re-read

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Letter Formation / Writing Their Name	Little Write 1	Little Write 4	Little Write 7	Little Write 10	Little Write 13
	Letter Formation	To spell CVC words	Finger Spaces	Consolidation / Irregular Common Words	Consolidation / Sentence Formation
	Little Write 2	Little Write 5	Little Write 8	Little Write 11	Little Write 14
	Letter Formation	To spell CVC words	Finger Spaces	Consolidation / Irregular Common Words	Consolidation / Sentence Formation
	Little Write 3	Little Write 6	Little Write 9	Little Write 12	Little Write 15
	Letter Formation	To spell CVC words	Finger Spaces	Consolidation / Irregular Common Words	Consolidation / Sentence Formation

Writing by the end of EYFS

Moving & Handling Skills:

1. Children show **good control** and **co-ordination** in large and small movements.
2. They move confidently in **a range of ways**, safely negotiating space.
3. They **handle equipment and tools effectively**, including pencils for writing.

Writing

1. Children use their phonic knowledge to **write words** in ways which match their spoken sounds.
2. They also **write some** irregular common words.
3. They **write simple sentences** which can be read by **themselves and others**.
4. **Some** words are **spelt correctly** and others are **phonetically plausible**.

Year 1

Key Vocabulary for Year 1

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

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Character Description	Instructions	Postcard	Recount	Flyer	First Person Narrative
Verbs Common and Proper Nouns Adjectives	Question Marks Conjunctions and/because Capital Letters and Full Stops	Conjunctions Pronoun I	Question Marks	Questions and Exclamations	Prefix un-
Narrative	Rhyming Poetry	Innovated Narrative	Instructions	London Poetry	Letter
Using “and” Using “because” Nouns, Verbs and Adjectives	Nouns Adjectives Verbs Question Marks	Nouns (Singular and plural –s)	Imperative Verbs	Suffix –ing Plural -es	Proper Nouns
		Fact File	Food Poetry		
		Conjunctions	Word Classes		

Year 2

Key Vocabulary for Year 2

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

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Letter	Fact File	Character Description	Explanation	Setting Description	Persuasive Letter
Capital Letters Full Stops Conjunctions (and, or, but)	Sentence Types Past and Present Tense Conjunctions (because, when, if, that)	Apostrophes for contractions Nouns using –ness and compound words	Adverbs of Time Noun Phrases	Adjectives using –ful and –less Adverbs	Conjunctions Apostrophes for singular possession
First Person Narrative	Instructions	Information Text	Retelling	SATs	Leaflet
Adjectives (suffixes –er and –est) Conjunctions Noun Phrases	Commas in a list Verbs Adverbs using -ly	Conjunctions Expanded Noun Phrases	Progressive Form Punctuation Homophones: there, their and they're		Exclamation Sentences Homophones to, too and two

Year 3

Key Vocabulary for Year 3

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Character Description	Non-chronological Report	Setting Description	News Report	Narrative Poems	Historical Fiction
Capital Letters and Full Stops Year 2 Punctuation Expanded Noun Phrases	Determiners a or an Paragraphs	Prepositions Word Families	Singular Apostrophes Inverted Commas	Onomatopoeia Rhyming Patterns	Present Perfect Paragraphs Inverted Commas
Diary Entry	Persuasive Advert	Formal Letter	Explanation Text	Persuasive Speech	Job Description
Coordinating Conjunctions Homophones: there, their and they're	Adverbs Subordinating conjunctions (before, after, while, so, because)	Paragraphs Complex Sentences	Tenses Homophones: to, too and two	Present Tense Adverbs of Cause	Plural Apostrophes Subheadings Nouns/ Pronouns

Year 4

Key Vocabulary for Year 4

determiner, pronoun, possessive pronoun, adverbial

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Fact File	Newspaper Report	Non-Chronological Report	Drapas	Recount	Explanation Text
Adverbs Fronted Adverbials	Subordinate Clauses Paragraphs	Subordination Singular Apostrophes	Expanded Noun Phrases – Modifying Adjectives and Prepositional Phrase Apostrophes	Subordinate clauses Adverbials	Standard Verb Inflections
Character Description	Persuasive Speech	Biography	Writing Sagas	Letter of Recommendation	Narrative
Expanded Noun Phrases – Modifying Adjectives Plural vs Possessive	Rhetorical Questions Present Perfect	Nouns and Pronouns	Fronted Adverbials Inverted Commas Paragraphs	Standard Verb Inflections Plural Apostrophes	Apostrophes Inverted commas Expanded Noun Phrases

Year 5

Key Vocabulary for Year 5

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

This is the year group when all comma rules must be solidified and all commas must be used accurately to gain secure writing level.

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Non-chronological Report	Diary Entry	Biography	Letters	Poetry	Victorian Narrative
Questions Parenthesis Formal Language Bullet Points	First Person Verbs and Adverbs Relative Clauses	Noun Phrases Colons Passive Voice	Adverbs – degree of Possibility Complex Sentences	Adverbials Suffixes –ate, -ise, -ify to turn nouns or adjectives into verbs	Subordinate Clauses Adverbials Relative Clauses Expanded noun Phrases
Setting Description	Persuasive Writing	Science Fiction Narrative	Information Text	Victorian Inventions	Persuasive Argument
Expanded Noun Phrases Adverbials of time/place Synonyms	Modal Verbs Causal Conjunctions Sentence Types	Conjunctions Complex Sentences Commas to avoid ambiguity	Subordination Commas for Clauses Brackets and Dashes	Passive Voice Relative Clauses Expanded Noun Phrases	Imperative Verbs Modal verbs Cohesion Adverbials

Year 6

Key Vocabulary for Year 6

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Information Text	Balanced Argument	Application Letter	Horror Stories	Consolidation	Newspaper Article
Fronted Adverbials Conjunctions Parenthesis	Causal and Contrasting Conjunctions Modal Verbs	Subjunctive Formal/Informal Language	Ellipsis Direct Speech Informality		Conjunctions Colons Semi-colons – clause boundaries
Poetry	Biographies	Recount	Persuasive Argument	Setting Description	Holiday Brochure
Expanded Noun Phrases Direct Speech	Semi colons in a list Colons Relative Clauses Layout Devices	Synonyms Hyphens Passive Voice	Question Tags Parenthesis Formal Language Cohesion	Expanded Noun Phrases Adverbials for Cohesion Hyphens	Adverbial Phrases Conjunctions Parenthesis

Procedural Knowledge in Writing in Year 7, 8 and 9

Composition

1. Writing for a wide range of **purposes** and audiences, including well structured formal expository and narrative essays.
2. Writing for a wide range of **purposes** and audiences, including stories, scripts, poetry and other imaginative writing.
3. Writing for a wide range of **purposes** and audiences, including notes and polished scripts for talks and presentations.
4. Writing for a wide range of **purposes** and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.
5. Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
6. Applying their growing knowledge of **vocabulary, grammar** and text structure to their writing and selecting the appropriate form.
7. Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
8. Considering how their writing reflects the audiences and **purposes** for which it was intended.
9. Amending the **vocabulary, grammar, punctuations** and structure of their writing to improve its coherence and overall effectiveness.
10. Paying attention to accurate **grammar, punctuation** and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.

Vocabulary, grammar and punctuation

1. Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.
2. Studying the effectiveness and impact of the grammatical features of the texts they read.
3. Drawing on new **vocabulary** and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
4. Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
5. Using Standard English confidently in their own writing and speech.
6. Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Transcription, Handwriting and Composition

Strand	By the end of Year 1	By the end of Year 2	By the end of Year 3
Writing - Transcription	1. I can spell my word list accurately. 2. I can spell some unusual words correctly. 3. I can spell the days of the week. 4. I know the names of all the letters of the alphabet in order. 5. I know some sounds can be spelled in different ways using different letters. 6. I use word endings such as -s and -es to change a word to mean more than one. 7. I know how to add un- at the beginning of a word to create a new word. 8. I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. 9. I can spell the words correctly in my Year 1 spelling list. 10. I can write out a sentence told to me by my teacher.	1. I can spell words correctly by saying them out loud. 2. I am learning new ways for spelling words which sound the same but have different meanings. 3. I know how to spell words that do not follow a spelling pattern. 4. I can spell more words by using 'rules' I already know. 5. I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling. 6. I can show I know the difference between homophones and near-homophones in my spelling. 7. I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer. 8. I can spell the words correctly in my Year 2 spelling list. 9. I can write out a sentence told to me by my teacher and use the correct punctuation.	1. I use some prefixes and suffixes and understand how to use them in my writing. 2. I can spell some homophones. 3. I am able to spell some words that are often misspelt. 4. I know how to use the possessive apostrophe in some plurals. 5. When using a dictionary, I am able to use the first two letters of a word to check its meaning. 6. I can write simple sentences that have been read to me, using the correct punctuation.
Writing - Handwriting	1. When writing, I sit and hold a pencil correctly. 2. I can write some of my letters correctly, starting and finishing in the right place. 3. I can write some capital letters.	1. When I write, my letters are the same size. 2. I am learning which letters to join up in my handwriting, and which ones are best left unjoined.	1. I am beginning to join my letters when writing. 2. I am beginning to join my handwriting and my letters are all the same height

	- I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. - I can tell you how some letters are similar and can be put into groups.	- I can write letters and numbers that are the right way round and the right size. - I know where to leave spaces between words.	and the correct distance apart from each other.
Writing - Composition	Before I write a sentence, I can say out loud what I am going to write. - I can think of and say a sentence before I write it. - I can write a text by thinking of a list of sentences in the order I need. - I check my sentences make sense by re-reading them. - I can discuss what I have written with the teacher or my friends. - I can read aloud my own writing so my friends and the teacher can hear me.	- I am beginning to write stories about things that have happened to me or other people. I am able to write longer stories about real things that have happened. - I can write my own poems. - I like to write for different purposes, for example, for my teacher, myself or for a class assembly. - Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud. - I think about what I am going to write by writing down my ideas and important words which will help me. - I can write down brief descriptions about what I want to include in my writing, before I begin. - I can make changes in my writing by listening to what others have to say about it. - Once finished, I will re-read my work to make sure it makes sense. - I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation. - I can read aloud my work in a way which helps people understand it.	- I plan my writing by looking at similar texts written before. - I am able to make notes about what I will write about. - I use different sentence structures and some better vocabulary in my writing. - I can draft my work into short paragraphs. - I can organise my writing using settings, characters and plot. - I can organise my writing by using headings. - I can edit my own work add some improvements to the texts. - I can edit written work to improve the use of vocabulary. - When I finish a piece of work I will read it through to correct some spelling and punctuation errors. - I can read my writing out to an audience in a clear manner.

Strand	By the end of Year 4	By the end of Year 5	By the end of Year 6
Writing - Transcription	1. I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing. 2. I can spell an increasing number of homophones. 3. I am able to spell words that are often misspelt. 4. I know how to use the possessive apostrophe accurately in words with regular and irregular plurals. 5. When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning. 6. I can write simple sentences from memory that have been dictated to me, using the correct punctuation.	1. I add some prefixes and suffixes. 2. I can spell some words that include silent letters. 3. I know some words sound the same but are spelled differently. 4. I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually. 5. I am beginning to use a dictionary to check how words are spelled and what words mean. 6. I use the first three letters of a word to quickly find it in a dictionary. 7. I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.	1. I add prefixes and suffixes using the rules we have worked on in class. 2. I can spell some words that include silent letters, such as knight, psalm and solemn. 3. I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be'). 4. I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually. 5. I use a dictionary to check how words are spelled and what words mean. 6. I use the first three or four letters of a word to quickly find it in a dictionary. 7. I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.

Writing - Handwriting	1. In handwriting, I know which letters are appropriate to join. 2. My joined handwriting is legible with all letters the same height and the correct distance apart from each other.	1. I make sure others can read my handwriting. 2. I often choose the writing tool that is best suited for a task.	1. I make sure others can read my handwriting and decide whether or not to join specific letters. 2. I choose the writing tool that is best suited for a task.
Writing - Composition	1. I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary. 2. I am able to use ideas to plan my writing. 3. I am using an increasing range of sentence structures and richer vocabulary in my writing. 4. I can draft my work into paragraphs. 5. I can organise my writing using different settings, characters and plot. 6. I can organise my writing by using headings and sub-headings. 7. I can edit my own work and that of others and add improvements to the texts. 8. I can edit written work to improve the use of grammar. 9. When I finish a piece of work I will read it through to correct spelling and punctuation errors if present. 10. I can read my writing out to an audience in an interesting and clear manner.	1. I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing. 2. I plan my writing by making notes and then develop my initial ideas. 3. I plan my writing by using ideas from how other authors have developed their characters and settings. 4. I draft and write by selecting grammar and vocabulary to enhance my work. 5. I review my work to add description to develop settings and characters. 6. I can precis a passage to create a sentence with the same meaning. 7. I am beginning to use details across my texts to help link paragraphs together into a full text. 8. I use headings and bullet points to structure my writing. 9. I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read. 10. I edit my texts to improve their content. 11. I use the correct tense throughout a piece of writing.	1. I plan the structure of my writing by identifying the audience for my text and the purpose of the writing. 2. I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts. 3. I plan my writing by considering how other authors have developed characters and settings. 4. I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 5. I review my work to further describe and develop settings, characters and the narrative atmosphere. 6. I can precis a longer passage to create a short text with the same meaning. 7. I use themes and details across my texts to help link paragraphs together into a flow of text. 8. I use headings, bullet points and underlining to structure and guide a reader through my writing. 9. I evaluate and edit my work by comparing my texts with the work of

		12. I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech. 13. I can read through my work to correct some spelling and punctuation mistakes. 14. I read aloud my own work so the meaning is clear to the listeners.	others' and explore whether my writing is the high quality I expect. 10. I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation. 11. I ensure I use the consistent and correct use of tense throughout a piece of writing. 12. I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech. 13. I proof-read my work to correct spelling and punctuation mistakes. 14. I read aloud my own work so the meaning is clear, fluent and flows correctly.
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