

**Language Provision**

**English Writing Learning Journey Overview**

**Autumn**

**Spring**

**Summer**

	Composition	Vocabulary, Grammar and Punctuation	Transcription: Spelling	Transcription: Handwriting and Presentation	Vocabulary
<b>Progression Step 1</b>	<ul style="list-style-type: none"> <li>Says an appropriate word to complete a sentence when the adult pauses, e.g. 'We're going to the...' [inserts: zoo, park, shop, beach, etc.] (PKSS)</li> <li>Responds to questions about familiar events Responds to questions about immediate experiences</li> <li>Separates pictures and writing</li> <li>Answers a simple 'Where is [+noun]?' question Asks a simple 'What ... ?' question Asks a simple 'Where ... ?' question Asks a simple 'Who ... ?' question</li> <li>Chooses their own name for a character in a story</li> <li>Puts illustrations to their writing</li> <li>Describes a picture using a subject, verb and object (active or passive order), e.g. dog chases cat, ball kicked by girl, etc.</li> <li>Chooses to write</li> <li>Uses writing in play</li> <li>Writes own marks in or about a piece of work</li> <li>Puts marks or symbols alongside picture</li> <li>Uses words, signs or symbols to identify a word they would like written</li> <li>Watches the paper as they make marks</li> </ul>	<ul style="list-style-type: none"> <li>Communicates two-word combinations to create an adjective–noun (subject) sentence structure, e.g. 'big Daddy', 'red book', etc.</li> <li>Uses names of members of staff or their own family</li> <li>Joins in with some actions or repeats some words, rhymes and phrases when prompted (PKSS)</li> <li>Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc.</li> <li>Uses a single word, sign, or symbol to name an object</li> <li>Uses their own words for unknown objects</li> </ul>	<ul style="list-style-type: none"> <li>Copies underneath from left to right</li> <li>Recognises that marks and symbols have meaning</li> <li>Makes marks to represent their name</li> </ul>	<ul style="list-style-type: none"> <li>Holds a pencil with sufficient grip and pressure to make marks on paper, or perform an equivalent task using their preferred form of communication, e.g. using electronic writers or eye-gaze for writing/communicating</li> <li>Makes circular shapes with a drawing tool</li> <li>Creates horizontal scribble with a writing tool</li> <li>Creates vertical scribble with a writing tool Imitates circular strokes Imitates horizontal strokes</li> <li>Imitates vertical strokes Inputs text - random letters</li> <li>Makes large random strokes Imitates circular movements with their hand</li> <li>Shows preference for one hand</li> <li>Begins to use a tripod grasp Uses a dagger grip</li> <li>Uses a pincer grip</li> <li>Colours on a blank sheet, staying on the paper</li> <li>Colours over a picture</li> <li>Draws a roughly straight line Imitates drawing circles and horizontal and vertical lines Includes a variety of letters within lines of scribble Includes a variety of shapes within lines of scribble</li> <li>Makes marks on preferred form of communication, e.g. paper, computer</li> <li>Makes marks with a variety of resources, e.g. crayons, paint</li> <li>Creates visible patterns when writing, e.g. spaces between symbols</li> <li>Scribbles spontaneously when given pen and paper</li> <li>Traces circular movements</li> <li>Traces horizontal movements</li> <li>Traces vertical movements</li> <li>Colours over picture and shows some awareness of the lines</li> </ul>	<p>Where What Who Character Describe Copy</p>

				<ul style="list-style-type: none"> <li>• Draws lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS)</li> <li>• Holds an object with a tripod grip</li> <li>• Shows some control of a writing implement</li> </ul>	
<b>Progression Step 2</b>	<ul style="list-style-type: none"> <li>• Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS)</li> <li>• Dictates text for a purpose, e.g. a postcard</li> <li>• Talks about an imaginary place 'Reads' their writing aloud</li> <li>• Answers simple questions about their writing with some prompting</li> <li>• Adds simple details to another person's retelling of a story</li> <li>• Attempts to write words other than their name</li> <li>• Dictates a narrative for their story</li> <li>• Expresses the conjunction 'and' when linking ideas during a discussion</li> <li>• Expresses the conjunction 'and' when adding information during a discussion</li> <li>• Makes marks, including some letters, with the intention of conveying meaning</li> <li>• Starts writing on left of page</li> <li>• Suggests a phrase to include in their work</li> <li>• Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school</li> <li>• Creates their own narrative when reading a book</li> </ul>	<ul style="list-style-type: none"> <li>• Spacing varies in length</li> <li>• Leaves a space between groups of letters/symbols</li> <li>• Makes statements or phrases in future tense</li> <li>• Makes statements or phrases in past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies or writes 5+ graphemes on hearing corresponding phonemes</li> <li>• Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS)</li> <li>• Groups letters/symbols together Writes a variety of letters within groups of written 'words'</li> <li>• Varies the length of written 'words' Inputs numerals to five on computer with support</li> <li>• Orders symbols from left to right Identifies the initial letter of their name</li> <li>• Writes the first letter of their name with support</li> <li>• Writes the first letter of their name independently</li> <li>• Writes several letters of their name when mark-making</li> </ul>	<ul style="list-style-type: none"> <li>• Forms correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading</li> <li>• Forms correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (PKSS)</li> <li>• Colours in a picture and tries to keep within the lines</li> <li>• Copies simple shapes</li> <li>• Makes marks for name with some recognisable letters</li> <li>• Represents a person, story or event artistically</li> <li>• Uses tools with their preferred hand</li> <li>• Holds pencil correctly and with sufficient grip, most of the time</li> <li>• Returns up a vertical stroke, e.g. as in 'n' Writes in lines Traces numbers one to five</li> <li>• Writes letters of inconsistent size</li> <li>• Traces large shapes</li> <li>• Traces letter shapes</li> <li>• Traces simple shapes</li> <li>• Joins the dots to draw a square</li> <li>• Joins the dots to draw a triangle</li> </ul>	<p>Say Simple detail Retell Answer Write And Grapheme Phoneme Letters Words Name Trace Join Alphabet</p>
<b>Progression Step 3</b>	<ul style="list-style-type: none"> <li>• Makes a simple pictorial representation of what they have done</li> <li>• Makes a simple pictorial representation of what they have seen</li> <li>• Makes a simple drawing to illustrate their idea</li> <li>• Draws or paints a picture to illustrate a story</li> <li>• Draws or paints a picture to illustrate an event</li> <li>• Names a character in a story</li> <li>• Orders a series of three pictures into the correct time sequence, e.g. have breakfast – go to school – go home</li> </ul>	<ul style="list-style-type: none"> <li>• Writes their name in lowercase except for initial letters inconsistently</li> <li>• Puts spaces between words inconsistently</li> <li>• Describes the quality of an object using appropriate language, e.g. big/small</li> <li>• Describes where objects are in relation to others using positional language</li> <li>• Expresses ideas in longer phrases using future tense correctly</li> <li>• Expresses ideas in longer phrases using the past tense correctly</li> <li>• Expresses ideas using some irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently uses correct initial letter of word</li> <li>• Groups letters in word blocks</li> <li>• Identifies the initial sound of spoken words Identifies words beginning with letter sounds from their name</li> <li>• Represents a word with the initial letter</li> <li>• Sorts words and letters from numbers</li> <li>• Sounds each letter out Identifies when some words are not said as they are spelt, e.g. the</li> <li>• Writes letters from their own name when given letter sounds</li> <li>• Writes their own name in correct sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Forms correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading (PKSS)</li> <li>• Copies underneath writing</li> <li>• Copies writing patterns</li> <li>• Lessens the movement of their arm when writing, e.g. makes more movements with their hand</li> <li>• Positions the paper correctly</li> <li>• Holds the paper while writing</li> <li>• Presses keys and the space bar on a keyboard to produce text</li> <li>• Writes the letter shapes of a given handwriting family</li> <li>• Colours in a picture and keeps within the lines most of the time</li> </ul>	<p>Order Sequence Identify Label Scene Feeling Finger space Capital letter Lowercase Uppercase Positional language:</p> <ul style="list-style-type: none"> <li>• On</li> <li>• Under</li> <li>• Next to</li> <li>• In front</li> <li>• Behind</li> </ul> <p>Beginning Sound</p>

	<ul style="list-style-type: none"> <li>Includes a noun with an adjective</li> <li>Identifies different uses for writing</li> <li>Labels a simple diagram, e.g. puts pictures of body parts on a silhouette</li> <li>Listens while a group-written story is read aloud</li> <li>Makes contributions to group-writing</li> <li>Offers a phrase or short sentence to describe a character</li> <li>Offers a phrase or short sentence to describe a scene</li> <li>Offers a phrase or short sentence to describe how a character felt</li> <li>Recognises their own work when it is displayed</li> <li>Creates work that includes pictures and text</li> <li>Reports an experience or event in phrases or short sentences</li> <li>Conveys information using phrases or short sentences</li> <li>Conveys ideas using phrases or short sentences</li> <li>Makes up their own phrases or short sentences to express their thoughts aloud about stories or their experiences (PKSS)</li> <li>Writes a caption or short phrase using the graphemes they already know (PKSS)</li> </ul>	<ul style="list-style-type: none"> <li>Suggests a causal connection using an appropriate conjunction when discussing a familiar topic, e.g. completes a phrase verbally using a conjunction, 'We ate an apple ... we were hungry'</li> <li>Uses the space bar to put breaks between words inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write words using letter sound knowledge</li> <li>Finds named letters on a QWERTY keyboard</li> <li>Says the letter name of a sound to help when writing a word with support</li> <li>Spells some two letter words correctly</li> <li>Spells words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in (PKSS)</li> <li>Identifies or writes 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading (PKSS)</li> </ul>	<ul style="list-style-type: none"> <li>Handwrites letters which are recognisable</li> <li>Holds a pencil correctly</li> <li>Writes the letters shapes of own name</li> <li>Moves across the page from left to right when writing</li> <li>Separates their pictures and writing clearly</li> <li>Writes numbers to five</li> <li>Orientates most letters correctly</li> </ul>	
<b>Year 1</b>	<p><b>Planning and preparation</b></p> <ul style="list-style-type: none"> <li>Talks to an adult about what they wish to write</li> <li>Says sentence aloud before writing</li> <li>Discusses where they think a punctuation mark should be placed after reading aloud their writing</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Conveys ideas using phrases or short sentences</li> <li>Conveys information using phrases or short sentences</li> <li>Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS)</li> <li>Writes down one of the sentences that they have rehearsed (PKSS)</li> <li>Writes sentences in order, to create a simple narrative</li> </ul> <p><b>Evaluating and editing</b></p> <ul style="list-style-type: none"> <li>Makes amendments on reading own writing</li> <li>Answers questions about the</li> </ul>	<p><b>Demonstrates some understanding of the terms</b></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Capital letter</li> <li>Word</li> <li>Singular</li> <li>Plural</li> <li>Sentence</li> <li>Punctuation</li> <li>Full stop</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Includes 'and' to join words</li> <li>Includes 'and' to join clauses</li> <li>Puts regular spaces between words</li> </ul> <p><b>Begins to punctuate with</b></p> <ul style="list-style-type: none"> <li>Question mark</li> <li>Full stops and capital letters</li> <li>Exclamation mark</li> <li>Includes capitals for days of the week sometimes after discussion</li> </ul>	<ul style="list-style-type: none"> <li>Writes initial sounds of words</li> <li>Writes final sounds of words</li> <li>Spells words containing phonemes taught</li> <li>Spells the days of the week phonetically plausibly</li> <li>Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading (PKSS)</li> <li>Spells words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs, e.g. frog, hand, see, chop, storm, splash (PKSS)</li> <li>Matches upper- and lower-case letters</li> <li>Joins in a rote chant of the alphabet</li> <li>Says the letter name of a sound to help when writing a word with support</li> </ul>	<ul style="list-style-type: none"> <li>Uses a comfortable pencil grip</li> <li>Sits correctly when writing</li> <li>Begins letters in the correct place</li> <li>Writes numbers to 10 consistently</li> <li>Identifies which letter belongs to which letter family, e.g. a/c are caterpillar letters</li> <li>Moves round letters in correct direction</li> <li>Finishes letters correctly</li> <li>Writes most upper case letters correctly</li> <li>Forms most lower-case letters correctly (PKSS)</li> </ul>	<p>Sentence Punctuation Edit Singular Plural Full stop Question mark Exclamation mark I (personal pronoun) Final Digraph Match Ascender Descender</p>

	<p>content of their writing Discusses what they have written with other pupils or members of staff</p> <ul style="list-style-type: none"> <li>• Re-reads writing using the same words with some support</li> <li>• Reads their own work aloud, for the class to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Includes capitals for places sometimes after discussion</li> <li>• Includes capital I for personal pronoun sometimes after discussion</li> <li>• Includes capital letters to begin names of people sometimes</li> <li>• Begins own first name and surname with a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>• Spells a few common exception words, e.g. I, he, said, of (PKSS)</li> <li>• Aware that each letter has a name and sound</li> <li>• Applies some simple spelling rules from the Spelling Appendix</li> <li>• Attempts to write simple sentence dictated by teacher, which includes common words</li> </ul>		
<b>Year 2</b>	<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• Plans basic sections</li> <li>• Captures what they want to say sentence by sentence</li> <li>• Lists key words and phrases to include in their writing</li> <li>• Chooses appropriate vocabulary for the task In group planning shows an awareness of the tense they are writing in</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>• Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS)</li> <li>• Writes about real events, recording these simply and clearly (PKSS)</li> <li>• Writes sentences that are sequenced to form a short narrative (real or fictional) (PKSS)</li> <li>• Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Attempts to follow plan</li> <li>• Builds a simple description of a character/place</li> <li>• Ensures story has a beginning, middle and end</li> <li>• Creates a simple atmosphere i.e. cold, rainy day</li> <li>• Uses the present and past tense mostly correctly and consistently (PKSS)</li> <li>• Writes in different forms for different purposes</li> </ul> <p><b>Evaluating and editing</b></p> <ul style="list-style-type: none"> <li>• Makes simple additions, revisions and proof-reading corrections to their own writing</li> <li>• Checks for sense in what they have written when evaluating and editing</li> <li>• Attempts to identify tense changes in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understands grammatical terms and may use when discussing their writing, e.g. noun, command, suffix, comma</li> <li>• Expands noun phrases to add detail with some support</li> <li>• Attempts to write compound sentences</li> <li>• Writes sentences using different forms, e.g. questions, commands and statements</li> <li>• Describes and gives examples of compound words</li> <li>• Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS)</li> <li>• Mainly keeps to one tense in course of their writing</li> <li>• Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)</li> <li>• Uses suffixes to create adjectives</li> <li>• Uses some conjunctions other than 'and'</li> <li>• Uses simple time references to show different sections e.g. next/then</li> <li>• Includes commas in a list within their extended writing with support</li> <li>• Uses when, if, but, because to add detail to meaning</li> <li>• Sometimes includes correctly positioned question mark</li> <li>• Spells some common words with contracted forms correctly</li> <li>• Includes appropriate exclamation mark</li> <li>• Demarcates some sentences with capital letters and full stops (PKSS)</li> <li>• Uses the punctuation taught at key stage 1 mostly correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spells most graphemes correctly</li> <li>• Uses phonic knowledge to spell unknown words</li> <li>• Spells high frequency words that do not conform phonetically</li> <li>• Spells many common contracted words correctly, e.g. it's</li> <li>• Attempts to use sound of one word to assist with spelling another word</li> <li>• Writes dictated sentences spelling most common exception words correctly</li> <li>• Adds a possessive apostrophe for singular possession with a reminder, e.g. Mia's toy</li> <li>• Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their</li> <li>• Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS)</li> <li>• Spells some common exception words (PKSS)</li> <li>• Spells many common exception words correctly (PKSS)</li> <li>• Spells most common exception words</li> <li>• Segments spoken words into phonemes and represents these by graphemes, spelling some words correctly and making phonically-plausible attempts at others (PKSS)</li> <li>• Adds suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly</li> </ul>	<ul style="list-style-type: none"> <li>• Lower-case letters are mostly of a consistent height and size</li> <li>• Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS)</li> <li>• Begins to join some letters</li> <li>• Uses spacing between words (PKSS)</li> <li>• Begins to use diagonal strokes to join letters</li> <li>• Begins to use horizontal strokes to join letters</li> <li>• Knows some letters should not be joined</li> <li>• Writes un-joined letters legibly</li> <li>• Forms lower-case letters in the correct direction, starting and finishing in the right place (PKSS)</li> <li>• Forms lower-case letters of the correct size, relative to one another in some of their writing (PKSS)</li> <li>• Uses the diagonal and horizontal strokes needed to join some letters</li> </ul>	<p>Plan</p> <p>Key words</p> <p>Phrase</p> <p>Appropriate Vocabulary</p> <p>Tense</p> <p>Fiction</p> <p>Non-fiction</p> <p>Grammar</p> <p>Beginning/middle/end</p> <p>Atmosphere</p> <p>Present tense</p> <p>Past tense</p> <p>Proof-read</p> <p>Verb</p> <p>Noun (inc common and proper nouns)</p> <p>Command</p> <p>Prefix</p> <p>Suffix</p> <p>Comma</p> <p>Conjunction</p> <p>Expanded noun phrase</p> <p>Compound sentence</p> <p>Statement</p> <p>Compound words</p> <p>Time adverbials</p> <p>List</p> <p>Contracted words</p> <p>Possessive apostrophe</p> <p>Homophone</p> <p>Joined</p>

	<ul style="list-style-type: none"> <li>Identifies when they have missed a word</li> <li>Identifies words in the wrong order</li> <li>Identifies a misspelt word in the course of their writing</li> <li>Identifies missed punctuation</li> <li>Knows to check verbs indicating time are used correctly</li> <li>Reads aloud their work with correct intonation</li> </ul>				
<b>Year 3</b>	<p><b>Planning and preparation</b></p> <ul style="list-style-type: none"> <li>Pinpoints main layout of a text type, identifying simple elements of the structure and main aspects of language, e.g. first person/formal</li> <li>Finds examples of specific grammar, e.g. an extended clause</li> <li>Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include</li> <li>Orally composes sentences which include a specified structure, e.g. subordinate clause</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Demonstrates attempt to follow plan and organise writing into basic paragraphs, but may add superfluous detail/plot movements</li> <li>Includes many similar sentence structures, with some extended sentences/correct use of prepositions/conjunctions, and some descriptive vocabulary</li> <li>Rehearses sentences orally to check/help extend vocabulary/grammar</li> <li>Matches their vocabulary to the style with few errors of tone, e.g. letter to friend or letter of complaint</li> <li>Re-reads, pinpointing places they can add description, noting errors of spelling and punctuation and lack of sense</li> </ul> <p><b>Evaluates and edits</b></p> <ul style="list-style-type: none"> <li>Reads own work to check consistency and clarity, finding some errors, e.g. grammar/use of pronouns and suggests corrections</li> <li>Suggests improvements to own and others' writing</li> <li>Checks for spelling and basic punctuation errors, and suggests</li> </ul>	<ul style="list-style-type: none"> <li>Extends sentences and clarifies relationships using a wide range of connectives</li> <li>Demonstrates some use of pronouns to avoid repetition</li> <li>Includes prepositions and adverbs to express time and cause</li> <li>Usually demonstrates agreement in nouns and verbs</li> <li>Usually demonstrates consistent use of tense, some slips as writing continues</li> <li>Includes the present perfect form of verbs, e.g. I have seen that movie</li> <li>Occasionally includes fronted adverbials</li> <li>Uses capital letters and full stops to demarcate simple sentences correctly, generally using question marks, exclamation marks and commas for lists without prompting</li> <li>Demonstrates some punctuation of direct speech, e.g. but trails off as writing continues</li> <li>Occasionally includes some ambitious vocabulary</li> </ul> <p><b>Understands the terms and uses when discussing their writing</b></p> <ul style="list-style-type: none"> <li>Preposition</li> <li>Adverb</li> <li>Conjunction</li> <li>Vowel (vowel letter)</li> <li>Consonant (consonant letter)</li> <li>Speech marks</li> <li>Clause</li> <li>Subordinate</li> </ul> <ul style="list-style-type: none"> <li>Matches words in word families, and discusses their meaning and relationship</li> <li>Uses 'a' or 'an' correctly, e.g. an egg/a box</li> <li>Uses headings to aid presentation with support</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to apply spelling rules for prefixes and suffixes, doing so correctly some of the time</li> <li>Applies spelling rules to commonly misspelt words correctly some of the time</li> <li>Attempts to spell common homophones correctly Spells 25 words from the Spelling Appendix correctly</li> <li>Spells 50 words from the Spelling Appendix correctly</li> <li>Occasionally uses possessive apostrophe in regular plurals correctly in the course of their writing</li> <li>Attempts to add possessive apostrophe in irregular plurals correctly when reminded</li> <li>Checks words in dictionary using the first two or three letters</li> <li>Writes a dictation of simple sentences with some correct punctuation and spelling taught at this level</li> </ul>	<p><b>Joining handwriting</b></p> <ul style="list-style-type: none"> <li>Diagonal and horizontal joins to letters without ascenders</li> <li>Diagonal and horizontal joins to letters with ascenders</li> <li>Demonstrates understanding of which letters should or should not be joined in the majority of their writing</li> <li>Handwrites with clear and consistent ascenders and descenders, and with consistent spacing between letters and words</li> </ul>	<p>First person Formal Extended clause Prepositions Alternative Tone Intonation Assess Criteria Extend Repetition Adverb Fronted adverbial Direct speech Vowel Consonant Speech marks Clause Subordinate Heading Theme Paragraph Information Irregular plural</p>

	<p>alternative vocabulary choices to enhance meaning/description</p> <ul style="list-style-type: none"> <li>Assesses effectiveness of writing against criteria</li> <li>Reads own writing aloud with some volume, tone and with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to group information/themes in paragraphs Includes an apostrophe to show possession in regular plural nouns occasionally</li> </ul>			
<b>Year 4</b>	<p><b>Planning and preparation</b></p> <ul style="list-style-type: none"> <li>Examines styles and layouts, suggesting how they can recreate it, e.g. noting presentation, use of paragraphs/headings</li> <li>Examines language and grammar, explaining why specific words/phrases/styles are used, and naming them, e.g. direct speech</li> <li>Discusses and records ideas, mapping the progression of events in each section/paragraph, noting specific vocabulary/dialogue they wish to use</li> <li>Lists vocabulary which follows the style they are writing in</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Follows their plan to create different sections in their writing, generally sticking to it</li> <li>Includes a range of sentence structures within paragraphs which encapsulate a theme</li> <li>Rehearses sentences orally, noting where they can add detail/change structure</li> <li>Reads text to evaluate use of words and unnecessary repetition</li> <li>Chooses vocabulary depending on style of writing, e.g. letter to friend/letter of complaint and includes descriptive vocabulary in line with style and grammar</li> </ul> <p><b>Evaluates and edits</b></p> <ul style="list-style-type: none"> <li>Pinpoints errors of consistency, explaining why they are incorrect and making changes, e.g. tense</li> <li>Re-reads own writing, noting errors of spelling and punctuation and suggesting how they can be corrected, and highlighting and improving vocabulary that could be changed to enhance their writing</li> <li>Suggests how their/others' writing meets the criteria set, pinpointing specific elements to show how writing could be improved to meet</li> </ul>	<ul style="list-style-type: none"> <li>Notes difference in Standard English forms for verb inflections, e.g. I did/I done</li> <li>Notes the difference between plural and possessive -s</li> <li>Writes simple expanded noun phrases to aid description or specification</li> <li>Attempts to vary sentence structure and includes sentences with more than one clause</li> <li>Chooses pronoun/noun to avoid repetition/for clarity correctly most of the time</li> <li>Demonstrates a consistent use of tense and time</li> <li>Displays some use of inverted commas and other punctuation to indicate direct speech</li> </ul> <p><b>Understands the terms and uses when discussing their writing</b></p> <ul style="list-style-type: none"> <li>Determiner</li> <li>Adverbial</li> <li>Groups information/themes in paragraphs</li> <li>Includes a comma after a fronted adverbial some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to apply spelling rules for prefixes and suffixes in the English Appendix 1 correctly most of the time</li> <li>Applies spelling rules to commonly misspelt words correctly most of the time</li> <li>Attempts to spell further homophones correctly</li> <li>Uses possessive apostrophe in regular plurals in the course of their writing, mostly correctly</li> <li>Attempts to add possessive apostrophe in irregular plurals</li> <li>Uses first two or three letters of words to check in dictionary, gaining speed to find word</li> <li>Writes down a dictation of simple sentences with mostly correct spelling and punctuation taught at this level</li> <li>Spells 25 words from the Spelling Appendix correctly</li> <li>Spells 50 words from the Spelling Appendix correctly</li> </ul>	<ul style="list-style-type: none"> <li>Usually sustains a joined-up handwriting style</li> <li>Writes legibly and accurately in size and shape, spaced so letters on different lines do not meet</li> <li>Demonstrates the development of own style of handwriting</li> </ul>	<p>Record Map Progression Specific Style Section Standard English Inverted comma Determiner Adverbial</p>

	<p>the criteria set, pinpointing specific elements</p> <ul style="list-style-type: none"><li>• Reads their own writing aloud with the correct volume, tone and with appropriate intonation</li></ul>				
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