

## English - Writing

This map outlines how each skill or area of learning builds upon the previous year, ensuring a coherent and structured development of writing, spelling, and grammar abilities from EYFS through Year 6.

### EYFS

- **Phonics and Early Reading:**
  - Begin to recognize and sound out letters of the alphabet.
  - Link sounds to letters, naming and sounding the letters of the alphabet.
  - Begin to read simple words and sentences.
  - Enjoy rhyming and rhythmic activities.
  - Hear and say the initial sound in words.
- **Spelling and Writing:**
  - Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
  - Attempt to write short sentences in meaningful contexts.
  - Write their own name and other things such as labels, captions, and simple instructions.
  - Begin to use phonetically plausible spellings for words.
- **Handwriting:**
  - Hold a pencil effectively to form recognisable letters, most of which are correctly formed.
  - Use a comfortable grip with good control when holding pens and pencils.
- **Speaking and Listening:**
  - Express themselves effectively, showing awareness of listeners' needs.
  - Use past, present, and future forms accurately when talking about events.
  - Develop their own narratives and explanations by connecting ideas or events.
- **Punctuation and Grammar:**
  - Begin to develop an understanding of sentence structure.
  - Start to use capital letters in their writing, particularly for names.
  - Use spaces between words when writing.

### Year 1

- **Spelling and Phonics:**
  - Spell words with each of the 40+ phonemes.
  - Spell common exception words.
  - Spell days of the week.
  - Use letter names to distinguish alternative spellings.

- Name the letters of the alphabet.
- Add the suffixes -s, -es, -ing, -ed, -er, -est.
- Add the prefix un-.
- **Handwriting:**
  - Begin forming lower-case letters in the correct direction.
  - Form capital letters.
  - Form digits 0-9.
- **Writing and Composition:**
  - Say a sentence out loud before writing it.
  - Sequence sentences to form short narratives.
  - Read back what has been written.
  - Discuss writing with the teacher or other pupils.
  - Read writing aloud clearly enough to be heard by peers and the teacher.
- **Punctuation and Grammar:**
  - Use 'and' to join words and clauses.
  - Begin using capital letters, full stops, question marks, exclamation marks.
  - Use capital letters for names of people, places, days of the week, and "I".
  - Leave spaces between words.

## Year 2

- **Spelling and Phonics:**
  - Segment spoken words into phonemes, representing these by graphemes.
  - Spell many common exception words.
  - Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.
- **Handwriting:**
  - Form capital letters and digits with the correct size, orientation, and relationship to lower-case letters.
  - Use spacing between words that reflects the size of the letters.
- **Writing and Composition:**
  - Plan writing by saying it out loud and writing down key words.
  - Write simple, coherent narratives and about real events.
  - Re-read writing to check for sense and consistent verb tense use.
  - Proofread to check for errors and make necessary edits.
  - Read aloud their work.
- **Punctuation and Grammar:**
  - Demarcate most sentences with capital letters and full stops.
  - Correctly use question marks, exclamation marks, apostrophes for contractions, and singular possession.
  - Use coordination (e.g., or, and, but) and subordination (e.g., when, if, that, because).
  - Use the progressive form of verbs to mark actions in progress.

- Use commas to separate items in a list.

### Year 3

- **Spelling and Phonics:**
  - Spell words using the suffixes: -ing, -ed, -er, -ly, -ation.
  - Spell words using prefixes: dis-, mis-, im-, re-, sub-, inter-, super-, anti-, auto-.
  - Spell words with endings: -ure, -sion, -tion, -cian.
  - Use apostrophes for plurals and contractions.
  - Spell and find some homophones.
- **Handwriting:**
  - Use diagonal and horizontal strokes needed to join letters.
  - Write with quality and consistency.
- **Writing and Composition:**
  - Plan writing by jotting ideas down and practicing sentences.
  - Organize writing into paragraphs and non-fictional writing using headings/sub-headings.
  - Make suggestions on how to improve writing and proofread for spelling errors.
  - Read aloud work confidently.
- **Punctuation and Grammar:**
  - Extend sentences using subordinating and coordinating conjunctions.
  - Correctly use past perfect and present perfect tenses.
  - Choose to use either pronouns or nouns correctly.
  - Use conjunctions, adverbs, and prepositions to show time.
  - Begin using inverted commas to punctuate speech.
  - Show possession and plural nouns using apostrophes.

### Year 4

- **Spelling and Phonics:**
  - Spell words where 'y' is used other than at the end (e.g., myth).
  - Spell words with 'ou' and the suffix -ous (e.g., outrageous).
  - Spell a wide range of homophones and words with different origins.
- **Handwriting:**
  - Use diagonal and horizontal strokes to join letters, knowing which letters are best left unjoined.
  - Write with quality and consistency.
- **Writing and Composition:**
  - Plan writing by jotting down ideas and vocabulary.
  - Rehearse and amend sentences before writing.
  - Organize writing into themed paragraphs.
  - Develop setting, plot, and character in narratives.

- Improve both their own and others' writing by making spelling, punctuation, and grammatical improvements.
- Read work aloud to the class with confidence.
- **Punctuation and Grammar:**
  - Extend sentences using a range of conjunctions.
  - Correctly use past perfect and present perfect tenses.
  - Use conjunctions, adverbs, and prepositions to show time.
  - Use fronted adverbials to expand sentences and use commas after them.
  - Use inverted commas to punctuate speech.
  - Show possession and plural nouns using apostrophes.

## Year 5

- **Spelling and Phonics:**
  - Spell correctly most words from the Year 5/6 spelling list.
  - Use a dictionary to check the spelling of uncommon or ambitious vocabulary.
  - Convert nouns or adjectives into verbs using suffixes (e.g., -ate, -ise, -ify).
  - Use verb prefixes (e.g., dis-, de-, mis-, over-, re-).
- **Handwriting:**
  - Maintain legibility in joined handwriting when writing at speed.
- **Writing and Composition:**
  - Select vocabulary and grammatical structures that reflect what the writing requires.
  - Write effectively for a range of purposes and audiences, showing good awareness of the reader.
  - Plan writing by noting and developing ideas, drawing on reading and research.
  - Draft and edit work by selecting appropriate grammar and vocabulary.
  - In narratives, describe setting, characters, atmosphere, and use dialogue to advance action/convey characters.
- **Punctuation and Grammar:**
  - Use a range of devices to build cohesion within and across paragraphs.
  - Use verb tenses consistently and correctly, including the perfect form.
  - Use hyphens, relative clauses, colons, and semi-colons where appropriate.
  - Use commas to clarify meaning and avoid ambiguity.
  - Use brackets, dashes, and commas for parenthesis.
  - Use formal speech structures and punctuate using bullet points and subheadings.

## Year 6

- **Spelling and Phonics:**

- Spell correctly most words from the Year 5/6 spelling list.
- Use a dictionary to check the spelling of uncommon or ambitious vocabulary.
- **Handwriting:**
  - Maintain legibility in joined handwriting when writing at speed.
- **Writing and Composition:**
  - Select vocabulary and grammatical structures that reflect what the writing requires.
  - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
  - In narratives, describe setting, characters, atmosphere, and use dialogue to advance action/convey characters.
- **Punctuation and Grammar:**
  - Use a range of devices to build cohesion within and across paragraphs.
  - Use verb tenses consistently and correctly, including the perfect form.
  - Use hyphens, semi-colons, colons, brackets, and dashes where appropriate.
  - Punctuate using bullet points when necessary.