**Deep Dive into Writing: Whole-School Curriculum Progression Map**

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| [**Writing: Transcription Spelling\*\***](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | **EYFS** | **KS1** | | **KS2** | | | |
| **Three and Four-Year-Olds**  **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Phonics and Spelling Rules**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | 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 letter-sound correspondences using a capital letter and a full stop. | To know all letters of the alphabet and the sounds which they most commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect.  To apply Y1 spelling rules and guidance\*, which includes:   * the sounds /f/, /l/,   /s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and | To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).  To apply further Y2 spelling rules and guidance\*, which includes:   * the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust); * the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); | To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).  To spell words with the  /ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).  To spell words with a  /k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).  To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).  To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).  To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).  To spell words ending with the /zher/ sound | To spell words with / shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television).  To spell words with a / shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression, discussion, confession, permission, admission).  To spell words with a / shuhn/ sound spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root, e.g.  invention, injection, action, hesitation, completion).  To spell words with a / shuhn/ sound spelt with ‘cian’ (if the root word ends in ‘c’ or ‘cs’,  e.g. musician, electrician, magician, politician,  mathematician).  To spell words with the  /s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’ | To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).  To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).  To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).  To spell words containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). | To spell words ending in -able and  -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).  To spell words ending in -ible and -ibly (e.g. possible/possibly,  horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).  To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive,  receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).  To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g.  official, special, artificial).  To spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential). |

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|  |  | ‘ck’ and exceptions;   * the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think); * dividing words into syllables (e.g. rabbit, carrot); * the /tʃ/ sound is usually spelt as ‘tch’ and exceptions; * the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live); * adding -s and -es to words (plural of nouns and the third person singular of verbs); * adding the endings   –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping);   * adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); * spelling words with the vowel digraphs and trigraphs:   - ‘ai’ and ‘oi’ (e.g. rain,  wait, train, point, soil); | * the /r/ sound spelt ‘wr’ (e.g. write, written); * the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); * the /aɪ/ sound spelt   –y (e.g. cry, fly, July);   * adding –es to nouns and verbs ending in   –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);   * adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; * adding the endings   –ing, –ed, –er, –est and –y to words ending in –e with  a consonant before (including exceptions);   * adding –ing, –ed,   –er, –est and –y to words of one syllable ending in a single consonant letter after asingle vowel letter (including | spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).  To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure). | (e.g. science, scene, discipline, fascinate, crescent). |  |  |

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|  |  | * ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); * a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); * ‘ar’ (e.g. car, park); * ‘ee’ (e.g. green, week); * ‘ea’ (e.g. sea, dream); * ‘ea’ (e.g. meant, bread); * ‘er’ stressed sound (e.g. her, person); * ‘er’ unstressed schwa sound (e.g. better, under); * ‘ir’ (e.g. girl, first, third); * ‘ur’ (e.g. turn, church); * ‘oo’ (e.g. food, soon); * ‘oo’ (e.g. book, good); * ‘oa’ (e.g. road, coach); * ‘oe’ (e.g. toe, goes); * ‘ou’ (e.g. loud, sound); * ‘ow’ (e.g. brown, down); * ‘ow’ (e.g. own, show); * ‘ue’ (e.g. true, rescue, Tuesday); * ‘ew’ (e.g. new, threw); | exceptions);   * the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always); * the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); * the /i:/ sound spelt   –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);   * the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) * the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); * the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); * the /ʒ/ sound spelt ‘s’ (e.g. television, usual). |  |  |  |  |

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|  |  | * ‘ie’ (e.g. lie, dried); * ‘ie’ (e.g. chief, field); * ‘igh’ (e.g. bright, right); * ‘or’ (e.g. short, morning); * ‘ore’ (e.g. before, shore); * ‘aw’ (e.g. yawn, crawl); * ‘au’ (e.g. author, haunt); * ‘air’ (e.g. hair, chair); * ‘ear’ (e.g. beard, near, year); * ‘ear’ (e.g. bear, pear, wear); * ‘are’ (e.g. bare, dare, scared); * spelling words ending with –y (e.g. funny, party, family); * spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while); * using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). |  |  |  |  |  |
| [**Common Exception**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) **Words** | To write some irregular common words. | To spell all Y1 common exception words correctly.\*  To spell days of the week 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 all of the Y3 and Y4 statutory spelling words correctly. | To spell many of the Y5 and Y6 statutory spelling words correctly. | To spell all of the Y5 and Y6 statutory spelling words correctly. |

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| [**Prefixes and Suffixes**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To use -s and -es to form regular plurals correctly.  To use the prefix ‘un-’ accurately.  To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | To add suffixes to spell most words correctly in their writing, e.g. –ment,  –ness, –ful, –less, –ly. | To spell most words with the prefixes dis-, mis-,  bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).  To spell most words with the suffix -ly with no change to the root word; root words that end  in ‘le’,‘al’ or ‘ic’ and the exceptions to the rules.  To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with  more than one syllable (unstressed last syllable,  e.g. limiting offering).  To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable,  e.g. forgotten beginning). | To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and  non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).  To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).  To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious,  rigorous, famous, advantageous). | To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).  To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).  To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).  To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). | To use their knowledge of adjectives ending in  -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).  To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency  (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).  To spell words by adding suffixes beginning with vowel letters to words ending in -fer  (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). |
| [**Further**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | 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 represent those | 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 by the teacher | To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  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 dictionary more efficiently. | To spell complex homophones and near- homophones, including who’s/whose and stationary/stationery.  To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | To spell homophones and near homophones that include nouns that end in  -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).  To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).  To use a knowledge |

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| [**Spelling Conventions**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | phonemes. | that include words using the GPCs, common exception words and punctuation taught so far.  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.  To self-correct misspellings of words that pupils have been taught to spell (this may require support to  recognise misspellings). |  |  |  | of morphology and etymology in spelling and understand that the spelling of some  words needs to be learnt specifically.  To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |

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| [**Writing: Transcription Handwriting**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | **EYFS** | **KS1** | | **KS2** | | | |
| **Three and Four-Year-Olds**  **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Letter Formation, Placement and Positioning**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | 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 range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | 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  in similar ways) and to practise these. | 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. | To use a neat, joined handwriting style with increasing accuracy and speed. | 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]. | 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. | 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. |

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|  | Form lower case and capital letters correctly.  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Write recognisable letters, most of which are correctly formed. |  |  |  |  |  |  |
| [**Joining Letters**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  |  | To begin to use the diagonal and horizontal strokes needed to join letters. | To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. | 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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| [**Writing:**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)  [**composition**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | **EYFS** | **KS1** | | **KS2** | | | |
| **Three and Four-Year-Olds**  **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Planning, Writing and Editing**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | 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 list that starts at the top of the page; write ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately.  Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.  Learn new vocabulary.  Articulate their ideas and thoughts in well-formed sentences.  Describe events in some detail. | 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 independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher.  To use adjectives to describe. | To write narratives about personal experiences and those of others (real and fictional).  To write about real events. To write simple poetry.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling,  grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). | 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 compose and rehearse sentences orally (including dialogue). | To compose and rehearse sentences orally (including dialogue), progressively building a varied and  rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  To proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. | To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.  To consistently link ideas across paragraphs.  To proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. | To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  To use a wide range of devices to build cohesion within and across paragraphs.  To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |

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|  | Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.  Listen to and talk about stories to build familiarity and understanding  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.  Re-read what they have written to check it makes sense.  Develop storylines in their pretend play.  Write simple phrases and sentences that can be read by others.  Invent, adapt and recount narratives and stories with peers and teachers. |  |  |  |  |  |  |
| **Awareness of Audience, Purpose and Structure** | Use a wider range of vocabulary.  Be able to express a point of view and to debate when they disagree with an adult or a friend, 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.  Develop social phrases.  Use new vocabulary in different contexts.  Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. | To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe. | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  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 demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to 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 begin to create settings, characters and plot in narratives. | To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).  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. | To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, 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. | To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have 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). |

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|  | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |  |  |  |  |  |  |

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| [Writing: Vocabulary, Grammar and](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) Punctuation | **EYFS** | **KS1** | | **KS2** | | | |
| **Three and Four-Year-Olds**  **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Sentence Construction and Tense**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Use longer sentences of four to six words  Use new vocabulary throughout the day.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | To use simple sentence structures. | To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question,  exclamation, command.  To use some features of written Standard English. | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use ‘a’ or ‘an’ correctly throughout a piece of writing. | To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. | To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  To ensure the consistent and correct use of tense throughout all pieces of writing. | 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. |
|  | 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. |  |  |  |  |  |  |
| [**Use of Phrases**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) [**and Clauses**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Use longer sentences of four to six words.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  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. | To use the joining word (conjunction) ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences. | To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | To use a wide range of linking words/phrases between sentences and paragraphs to build  cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.  Professor Scriffle, who was a famous inventor, had made a new discovery. | To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark  relationships of time and cause.  To use the passive voice.  To use question tags  in informal writing. |

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| [**Punctuation**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To use finger spaces.  To use full stops to end sentences.  To begin to use question marks and exclamation marks. | To use the full range of punctuation taught at key stage 1 mostly correctly including:   * capital letters, full stops, question marks and exclamation marks;   + commas to separate lists;   + apostrophes to mark singular possession and contractions. | To use the full range of punctuation from previous year groups.  To punctuate direct speech accurately, including the use of inverted commas. | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession. | To use commas consistently to clarify meaning or to avoid ambiguity.  To use brackets, dashes or commas to indicate parenthesis. | To use the full range of punctuation taught at key stage 2 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 of Terminology**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | 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, past tense, apostrophe and comma. | To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate  clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | 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. |

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

\*\* All LKS2 and UKS2 spelling rules are taught through Spelling Shed

Phonics at EYFS and KS1 follows Twinkl Phonics and those children who need it use Twinkl codebreakers at KS2

Grammar is taught by following the Twinkl grammar scheme

Writing Units are taught through a range of resources – please see below

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | Baseline  Write own name  Discussion – me and my family | Write own name  Caption writing  The Gruffalo  Label a character  Character description  Rhyme  Story sequence  Letter to Santa | Fact books  Story maps  Caption writing  Letter writing  Holiday brochures  Goodnight Gorilla  Character descriptions  Sequencing events  Speech bubbles  What happens next? | People who help us  Writing captions and labels  Making/ Writing sentences  I can see… sentences  Get well cards  Thank you cards  Songs and rhymes | Oi Frog and friends  Prediction  Rhyming pairs  Describe – what’s in the box.  Sentence writing  Write own page of class story | Smartest Giant in town  I am… sentences  Writing letters  Story writing  Giant’s catalogue – list writing  Writing news |
| Reception/Y1 | Baseline/The bear and the piano  Labels and captions  Story settings  Story characters  Simple sentences | Avocado baby  Lists writing  Labels and captions  Simple sentences  Adjectives  Class story  What the ladybird heard  Speech bubbles  Write a simple story  Adjectives  Fact file – farm  Insect poems  Letter to Santa  Diary? | The Rainbow fish  Summarise story  Story settings  Write caption and sentences  Book review  Poster  The Ugly Sharkling  Postcards  Character description  recount | Harry and his bucketful of dinosaurs  Character description  Lost poster  Fact file  Ordering instructions  Adventure story  Poetry – teddy bears | Pochahontas –  Story retell  Character description  Instructions  Weather poems | Mrs Mole I’m home – punctuating sentences  Using and  Retell and rewrite story  Way back home  Character description  Adventure narrative |
| Y1/2 | Rapunzel – sequencing, retell, setting description, character description, traditional tale  Little Red – Newspaper report, diary, continue a story  The Ugly Duckling  Narrative – traditional tale  Belle/ Beauty and the beast – character description  Fairytale Castle – setting description | How to get to Grandma’s house - Instructions  Acrostic poems  Zog and the flying doctors – retell and innovate  Letter to Santa | The Polar Bears son – stories from other cultures  Explanation  Arctic animal factfiles – non chronological report  Storm whale – sentence writing, Short narrative  Storm whale in Winter - retell  Whale factfile – non-chronological report  Winter poetry  The great explorer’s - Recount letter | The squirrels who squabbled - Setting description, character description, diary, story retell  Whistleless – narrative retelling  Seasons poems | The queen’s hat - narrative  Prince Cinders –  Character description  Retell  Newspaper reports  Letter writing | Alan’s big scary teeth – retell familiar story  Non- chronological reports  Once in a lifetime  What am I?  Animal descriptions  Animal poems  Join the wild club- persuasive writing  Max and Margot at the Zoo – Narrative retell  Recount school trip |
| Y2 | Meerkat mail – 1st person narrative recount, diary, non-chronological report  How to hide a lion – recount, newspaper report, diary, poetry  Catch it! - Character description, comic strip, commentary | Paddington bear – instructions, postcards, persuasive writing, adventure story  Tongue twisters  Biography – Mary Anning  Non-Chronological report – dinosaurs  Letter to Santa  Recount of pantomime | Be more Bernard – character description, stories with a moral, diary  Riddles  The bridge  Dialogue  Retell  Story map – write start of story | The Pirates next door – adventure story, description, formal and informal  Character description  Explanation | The day the crayon quit  Letter writing  Persuasion and complaint  Posters  List poems and Abstract poems  Recount of school trip | Author study – Oliver Jeffers  Zahra - Stories from other cultures, dialogue Character description |
| Y3 | Iron Man – Sci Fi  Diary/Journal  Instructions  Evol – Fantasy  Non chronological report | The boy who grew dragons – Fantasy  Informal letter  Information text  Diary/Journal  Rumblestar – Fantasy  Information text  How to be a viking  overcoming a fear retell  Fact file  Odd and the frost giant (reading only)  Thorfinn the nicest viking – (reading only) | Kingdom of Benin - Tales from Africa – Stories from other cultures  Poetry by Niyi Osundare  Myths from Benin  The boy who biked to Africa pt 1 diary, instruction and explanation  Habitats of Africa Stage 2 | Who let the gods out - Fantasy  Explanation  Advertisement  Persuasion  The story of Robert the Bruce  Greek myths and legends  The dragon slayer - myths and legends  Instructions  Ancient Athens  Journal  Description/ comparison  Persuasive tour guide  Myths and Legends | Poems on a theme  Information texts – the big book of the UK  The windmill farmer – 3rd person narrative  Journalistic writing  Formal/Informal letter writing | The Great Kapok tree (JL planning– needs updating)  Vanishing rainforests  Rainforests – non chronological report  Stories from other cultures |
| Y4 | Dream giver – Fantasy /recount  Journalistic writing  Pugs of the Frozen North – Fantasy/ 1st person narrative  Diary/Journal  Home sweet home - Adventure  The rocketeer – Adventure/ prequel/ 1st person narrative  Journalistic writing | The complete nonsense poems – Edward Leer  The owl and the pussycat  Jabberwocky  Nong, Nang, Nong  Horrid Henry – humour/playscript  Recount- newspaper report  Diary/Journal  The boy who grew dragons? - stories on a theme  Can you catch a mermaid – stories on a theme  The seal children – stories on a theme  Beowolf – myths and legends | Tabula Rasa – sci fi/recount  The big book of Twisted fairytales  Fairytales and fractured tales  The little shoemaker – traditional tales  Advertisement  Explanation  Persuasion | If I were a king - AA Milne  Spy Fox – adventure/action  Explanation  Persuasion | Anglo Saxons  Treasure – realism  Diary  Debate  Poetry on a theme | Where the forest meets the sea – persuasion  For the birds – folklore  Letter writing  Marshmallow –spooky  Non chronological report  Stories with issues/dilemas  Instructions |
| Y5 | The alchemist’s letter – 3rd person narrative  Informal letter  The Barnabus project – adventure story  Newspaper report  or  Stitch head - Fantasy  Newspaper  Diary  Clockwork – suspense/ ghost story  Postcards  Formal letter  Persuasive leaflets | The dreadful menace –  Poetry  The lighthouse –atmosphere  Setting description  Journalistic writing  Ancient Egypt - literacy shed history   * Tadeo Jones – setting description diary * The pyramids of Egypt/ Point of view diary   Egyptian Discovery/ Isis and Osiris  Visit ancient Egypt – persuasive leaflet  Tutankhamen - biography  Tampering treason – newspaper report  Pyramids of ancient Egypt – non chronological report  How to mummify a body - instructions | Geography of Mexico - non-chronological report  The Diablo Grande Non chronological report  North American mythology – myths and legends  Myths and Legends Shed - John Henry Tall Tail – biography, report, viewpoints | Romeo and Juliet – historical story  Diary  Monologue  Romeo and Juliet- playscript  Tempest - historical story  Explanation  Diary  Play  The tempest – playscript  Julius Caesar – historical story  Non-chronological report  Crime scene description  Persuasion  How to write a brochure | How did passengers survive the titanic – explanation  Survivor! RMS Titanic  Rooftoppers - adventure  Newspaper report/journalistic writing  Diary  Survivors week 3 –  Poetry  Profile page | Would you rather live in London or New York ? – discussion  Should animal be kept in captivity? – discussion  Swing of change – description  Dialogue/monologue  Personification  The three little pigs film – traditional  Witness report  Point of view |
| Y6 | Cosmic- sci fi  Information  Persuasive letter  Eye of the storm – sci fi  Diary  Pandora  Non-chronological report | The tale of three brothers - POV  Narrative poem  Non chronological report  The Pendle witches  Biography  Discussion  The spook’s apprentice –fantasy story set in the local area/ historical | Wonder – story with a moral  Poetry  The nowhere emporium – magic / suspense  Biography  Avatrice  Biography  Biographies – Thomas Eddison, William Shakesphere, Charles Darwin | Friend or Foe - historical  Balanced argument/debate  Non-Chronological report  Diary  War horse - historical  Pamphlet  Diary  POV  Goodnight Mr Tom - historical  Political public address | Pupil voice project  Discussion  Explanation –what is the pupil voice project?  Instructions | The tin forest – modern fable  Diary  Poetry – various  Non-chronological report  Stop using single use plastics – persuasive letter |

**Poetry**

Reception – (songs and rhymes – throughout) + Sp2

R/1 – A2 Sp2 Sm1

Y1/2 – A2 Sp1 Sp2 Sm2

Y2 – A1 A2 Sp1 Sm1

Y3 – Sp1 Sm1

Y4 – A2 Sp2 Sm1

Y5 – A2 Sp1

Y6 – A2 Sp1 Sm2

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|  | Discussion | Explanation | Instructions | Persuasion | Reports | Recounts |
| R | X | X | X Oral | X Sp1 | Sm 1 | A2 Sp1 Sm1 Sm2 |
| R/1 | X | X | Sp 1 Sm 1 | X | A2 Sp2 | A2 |
| 1/2 | X | (Yr2) Sp1 | A2 | (Yr2) Sm 1 | A1 Sp1 Sm1 Sm 2 | A1 A2 Sp1 Sp2 Sm1 |
| 2 | X | Sp 2 | A2 | A2 Sm1 | A1 A2 | A1 A2 Sp1 Sm1 |
| 3 | X | Sp 1 Sp 2 | A1 Sp 2 | Sp 2 | A2 Sm1 | A1 A2 Sp2 Sm1 |
| 4 | Sm1 | Sp 2 | Sm2 | Sp1 Sp2 Sm1 Sm2 | A1 A2 Sm2 | A2 Sm1 Sm2 |
| 5 | Sm 2 | Sp 2 Sm 1 | A2 | A1 A2 Sp 2 | A1 A2 Sp 1 Sp2 Sm1 | A1 A2 Sp1 Sp2 Sm1 |
| 6 | Sm1 | Sp2 Sm 1 | Sm1 | A1 Sp 2 Sm2 | A1 A2 Sp1 Sp2 Sm2 | A1 A2 Sp 1Sp2 Sm2 |