



Subject Overview

Subject: English (Writing)

	EYFS 3-4 years CIR	Year 1	Year 2
Spelling Rules	- 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/	- 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); - the /r/ sound spelt 'wr' (e.g. write,

		spelt 'ff', 'll', 'ss', 'zz' and '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 word (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); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);	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 a single vowel letter (including 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);
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| | <ul style="list-style-type: none"> - 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); - '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. | <ul style="list-style-type: none"> • 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 /z/ sound spelt 's' (e.g. television, usual). |
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		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).	
	• To write some irregular common words.	• To spell all Y1 common exception words correctly.* • To spell days of the week correctly. • 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 spell most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.
		• 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 phonemes.	• 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 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).
Letter Formation	• 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	• 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 begin to use the diagonal and horizontal strokes needed to join letters.

	at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • 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.		
Planning, writing and editing	• 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	• 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

	in well-formed sentences. • 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. • 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.		spelling, • grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Audience, purpose and structure	• Use a wider range of vocabulary.	• To use a number of simple features of different	• To write for different purposes with an awareness of an

	• 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. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	• text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe.	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.
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	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.		
Sentence structure and tense	- 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.

	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 and clauses	- 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).
Punctuation		- 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.

	Year 3	Year 4	Year 5	Year 6
Spelling Rules	- To spell words with the ei, ey or eigh pattern. - To spell words with the sound spelt 'y' in a position other than at the end of words. - To spell words with a sound spelt with 'ch'. - To spell words with g sound spelt 'gue' and k sound spelt 'que'. - To spell words with sh sound spelt with 'ch'. - To spell words with u sound spelt with 'ou'. - To spell words with 'sure' ending. - To spell words ending with 'ture'.	- To spell words ending with 'sion', 'ssion', 'tion' and 'cian'. - To spell words with the s sound spelt 'sc'.	- To spell words with 'cious' and 'tious' endings. - To spell words with silent letters. - To spell words containing the letter pattern 'ough'.	- To spell words ending in 'able' or 'ably'. - To spell words ending in 'ible' or 'ibly'. - To spell words with a long e sound spelt 'ie' or 'ei' after c and exceptions to the rule. - To spell words ending with 'cial' and 'tial'.
	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.
	- To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly. - 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 correctly spell most words with the prefixes: in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-. - To form nouns with the suffix -ation. - To spell words with the suffix -ous and no	- To convert nouns or adjectives into verbs using the suffix -ate. - To convert nouns or adjectives into verbs using the suffix -ise. - To convert nouns or adjectives into verbs using the suffix -ify.	- To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance and -ancy. - To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence and -ency.

	• To spell words with the added suffixes beginning with a vowel (-er, -ed, -ing) to words with more than one syllable eg. limiting and offering. • To spell words with added suffixes beginning with a vowel (-er, -ed, -en and -ing) to words with more than one syllable eg. forgotten and beginning.	change to root words, no definite root word	• To convert nouns or adjectives into verbs using the suffix -en.	• To spell words by adding suffixes beginning with vowel letters to word endings in -fer.
	• To spell some more complex homophones and near homophones correctly. • 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. • To use their spelling knowledge to use a dictionary more effectively.	• To spell complex homophones and near homophones. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	• To spell complex homophones and near homophones that include nouns that end in -ce and -cy, as well as verbs that end in -se and -sy. • To spell words that contain hyphens. • To use knowledge 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 spelling and meaning of words and confidently find synonyms and antonyms.

Letter Formation	• To use a neat, joined handwriting style with increasing accuracy and speed.	• To increase the legibility, consistency and quality of their handwriting.	• 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 eg. quick notes or final handwritten version.	• To write legibly, fluently and with increased speed.
Planning, writing and editing	• 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.	• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure. • To consistently organise their writing into paragraphs around a theme to add cohesion and 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 precis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs.	• 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. • 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 clarity and meaning.

			To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Audience, purpose and structure	- To demonstrate an increasing understanding of purpose and audience. - To begin to use a wider range of text types. - To make deliberate ambitious word choices to add detail. - To begin to create settings, characters and plot in narratives.	- To write for a range of narratives and non-fiction pieces using a consistent and appropriate structure. - 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, 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. - To distinguish between the language of speech and writing to choose the appropriate level of formality. - To select vocabulary and grammatical structures that reflect what the writing requires.
Sentence structure and tense	To try to maintain the correct tense throughout	To always maintain an accurate tense	To use a range of adverbs and modal verbs to	To ensure consistent and correct use of tense

	a piece of writing with accurate subject/verb agreement. To use a or an correctly throughout a piece of writing.	throughout a piece of writing. To always use standard English verb inflections accurately.	indicate degrees of possibility. To ensure the consistent and correct use of tense throughout all pieces of writing.	throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of phrases and clauses	- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions. - 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 ambiguous modifying adjectives and prepositional phrases. - To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.	- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and number. - To use relative clauses beginning with a relative pronoun with confidence.	- 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.
Punctuation	- 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 inverted commas. - To consistently use apostrophes for 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 KS2 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.
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