

# Writing Pathway



	Nursery	Reception	Year 1	Year 2	End KS1 Expectations
<b>Spelling</b>	<p>Sometimes gives meaning to marks as they draw and paint</p> <p>Scribes meanings to marks that they see in different places</p>	<p>Give meaning to marks they make as they draw, write and paint</p> <p>Segment the sounds in simple words and blend them together</p> <p>Continue a rhyming string</p> <p>Can spell name and other things such as labels, captions</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Use phonic knowledge to spell simple words</p> <p>Write some irregular common words</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns</p> <p>Add prefixes and suffixes using the prefix -un</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive Apostrophe (singular): e.g. the girl's book</p> <p>Distinguish between homophones and near homophones</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Spell many common exception words</p> <p><i>Spell most common exception words</i></p>

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			<p>needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	
<b>Handwriting</b>	<p>Show a preference for a dominant hand</p> <p>Draws lines and circles using gross motor movements</p> <p>Hold pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control</p> <p>Can copy some letters, e.g. letters from their name</p>	<p>Show a preference for a dominant hand</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>To form recognisable letters, most of which are correctly formed.</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p><i>Use the diagonal and horizontal strokes needed to join some letters</i></p>

# Writing Pathway



		<p>of which are correctly formed</p> <p>Show good control and co-ordination in large and small movements</p> <p>Handle equipment and tools effectively, including pencils for writing</p>	<p>formed in similar ways) and to practise these</p>	<p>Use spacing between words that reflects the size of the letters</p>	
<b>Composition</b>	<p>Verbal storytelling</p> <p>Show awareness of rhyme and alliteration</p> <p>Begin to be aware of the way stories are structured</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p>	<p>Verbal storytelling</p> <p>Children express themselves effectively, showing awareness of listeners' needs</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Develop own narratives and explanations by connecting ideas or events</p>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence orally before writing it</p> <p>Write sentences by re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Write sentences by sequencing sentences to form short narratives</p>	<p>Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p><i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p> <p><i>Make simple additions, revisions and proof-reading corrections to their own writing</i></p>

# Writing Pathway



		Write simple phrases and sentences that can be read by others.		Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary  Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	
<b>Text structure</b>	<p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell a simple past event in correct order (eg went down slide, hurt finger)</p>	<p><u>Introduce:</u> Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally... happily ever after</p> <p>Non-fiction: Factual writing closely linked to a story</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u> Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding –</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u> Fiction:</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p>	

# Writing Pathway



		<p>Simple factual sentences based around a theme</p> <p>Names</p> <p>Labels</p> <p>Captions</p> <p>Lists</p> <p>Diagrams</p> <p>Message</p>	<p>5 parts to a story:</p> <p>Opening Once upon a time...</p> <p>Build-up One day...</p> <p>Problem / Dilemma</p> <p>Suddenly, /</p> <p>Unfortunately,</p> <p>Resolution Fortunately...</p> <p>Ending Finally...</p> <p>Non-fiction:</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Opening e.g. In a land far away... One cold but bright morning...</p> <p>Build-up e.g. Later that day</p> <p>Problem / Dilemma e.g. To his amazement</p> <p>Resolution e.g. As soon as</p> <p>Ending e.g. Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation</p> <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p>	
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# Writing Pathway



				<p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending</p> <p>Make final comment to reader</p> <p>Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	
<p><b>Sentence Construction</b></p>	<p>Say simple sentences</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><u>Introduce:</u> Simple sentences</p> <p>Simple Connectives: and who until but</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u> Types of sentences: Statements Questions</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u> Types of sentences: Statements Questions Exclamations</p>	

# Writing Pathway



		<p>Say a sentence, write and read it back to check it makes sense</p> <p>Compound sentences using connectives (coordinating conjunctions) and / but -'ly' openers Luckily / Unfortunately,</p> <p>'Run' - Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Exclamations</p> <p>Simple Connectives: and, or, but, so, because, that, then, that, while, when, where</p> <p>Also as openers: While, when, where</p> <p>-'ly' openers: Fortunately, unfortunately, sadly,</p> <p>Simple sentences e.g. I went to the park The castle is haunted</p> <p>Embellished simple sentences using adjectives E.g. The giant had an enormous beard Red squirrels enjoy eating delicious nuts</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so eg The children played on the swings and slid down the slide</p>	<p>Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly,</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: Adjectives e.g. The boys peeped inside the dark cave Adverbs e.g. Tom ran quickly down the hill</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried</p>	
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# Writing Pathway



			<p>Spiders can be small or they can be large Charlie hid but Sally found him It was raining so they put on their coats</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest There are many children who like to eat ice cream</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>The Vikings, who came from Scandinavia, invaded Scotland</p> <p>The Fire of London, which started in Pudding Lane, spread quickly</p> <p>Additional subordinating conjunctions: what/while/when/where / because/ then/so that/ if/to/until</p> <p>e.g. While the animals were munching breakfast, two visitors arrived during the Autumn, when the weather is cold, the leaves fall off the trees</p> <p>Use long and short sentences: Long sentences to add description or information Use short sentences for emphasis Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description</p>	
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# Writing Pathway



				<p>e.g. He wore old shoes, a dark cloak and a red hat</p> <p>African elephants have long trunks, curly tusks and large ears</p>	
<p><b>Grammar &amp; Punctuation</b></p>	<p>Introduce: Capital letters</p>	<p>Introduce: Finger spaces Full stops Capital letters</p>	<p>Consolidate Reception</p> <p>Develop understanding of the concepts set out in English Appendix 2 by:</p> <p>Introduce: Capital letter names and personal pronouns, full stops, question marks, exclamation marks, speech bubbles, bullet points</p>	<p>Consolidate Year 1 list</p> <p>Re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation (eg ends of sentences punctuated correctly)</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p>	<p>Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required</p> <p><i>Use the punctuation taught at key stage 1 mostly correctly</i></p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p>

# Writing Pathway



				<p>Comma after –ly opener e.g. Fortunately... Slowly... Speech bubbles /speech marks for direct speech</p> <p>Implicitly understand how to change from indirect speech to direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	
<b>Terminology</b>	<p><u>Introduce:</u></p> <p>Finger spaces Letter Word Sentence</p>	<p><u>Introduce:</u></p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p>	<p><u>Consolidate:</u></p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p><u>Introduce:</u></p> <p>Punctuation Question mark</p>	<p><u>Consolidate:</u></p> <p>Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural</p>	

# Writing Pathway



			<p>Exclamation mark*</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p>	<p>Adjective Verb</p> <p>Connective Alliteration</p> <p>Simile – ‘as’/ ‘like’</p> <p><u>Introduce:</u></p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>Speech marks</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question</p> <p>exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future)</p> <p>Adjective</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>	
<p><b>Word structure/ Language</b></p>	<p><u>Introduce:</u></p> <p>Determiners</p> <p>The, A, my, his, her,</p> <p>Prepositions:</p> <p>Up, down, in, out</p> <p>Adjectives</p> <p>e.g. old, little, big, small</p> <p>Adverbs</p>	<p><u>Introduce:</u></p> <p>Determiners</p> <p>The, A, my, your, an, this that, his, her, their, some, all</p> <p>Prepositions:</p> <p>Up, down, in, into, out, to, onto</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Prepositions:</p> <p>Inside, outside, towards, across, under</p> <p>Determiners:</p> <p>The, a, my, your, an, this, that, his, her, their,</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u></p> <p>Prepositions:</p> <p>Behind, above, along, before, between, after</p> <p>Alliteration</p> <p>e.g. wicked witch</p> <p>slimy slugs</p>	

# Writing Pathway



	<p>e.g. luckily, unfortunately, fortunately</p>	<p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using 'like'</p>	<p>some, all, lots, of, many, more, those, these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon... slimy snake</p> <p>Similes using as... as... e.g. as tall as a house... as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button Next, wait for the green light to flash</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p>	<p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray The river quickly flooded the town</p> <p>Generalisers for information e.g. Most dogs... Some cats...</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p>	
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# Writing Pathway



			How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	(A fuller list of suffixes can be found in the spelling appendix)  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	
<b>Performing Writing</b>	Re-tell invented and class stories  Perform rhymes of by heart	Re-tell invented and class stories  Perform rhymes of by heart	Read aloud their writing clearly enough to be heard by their peers and the teacher  Perform poetry of by heart	Read aloud what they have written with appropriate intonation to make the meaning clear  Perform poetry of by heart	

\*Greater depth end of year expectation

\*Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England