



WRITING IS AN INCLUSIVE ACT

The teaching of writing is an opportunity to be playful with language. Writers learn to make mistakes and to learn from these about the impact of the written word. A language-rich classroom is critical to learning as disparities between children's vocabulary exposure are stark and vocabulary development at 2 years old is a key indicator of future success in reading and writing.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf

Inclusive teaching is high quality teaching – all writers are valued as authors. To achieve this, teachers create an environment and plan lessons where:

- Mistakes are celebrated and seen as way of learning more
- The structures of writing are taught e.g finger spaces and the mechanics such as good pencil grip are secured
- Writing using the phoneme grapheme correspondences is prioritised
- Key vocabulary is explored, shared and experienced together
- Writing is taught in a multi-sensory way and there is a clear purpose to the writing
- Teachers model the writing process explicitly

Teachers use communication friendly strategies, e.g:

- Using gestures to support their teaching
- Using visuals and adding images to word banks
- Allowing talk and thinking time

Teachers provide further support to those who need it, including:

- Using story maps or oral rehearsal
- Rehearsing new words
- Using pre-teaching, small group work, guided groups or individual conferencing
- Breaking writing down into manageable chunks
- Using ICT to support writing

Tavistock Primary and Nursery School English Curriculum Progression – Writing





Nursery and Reception curriculum links:

<https://tavistockpridevonschuk.sharepoint.com/sites/Teaching/Shared%20Documents/General/2021-2022/CURRICULUM%20LONG%20TERM%20OVERVIEWS/Nursery%20long%20term%20overview%203-4%20year%20olds%202021-2022>
<https://tavistockpridevonschuk.sharepoint.com/sites/Teaching/Shared%20Documents/General/2021-2022/CURRICULUM%20LONG%20TERM%20OVERVIEWS/Reception%20long%20term%20overview%20plans%202021-2022>

YEAR 1

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	It's My Birthday by Helen Oxenbury Polar Bear Polar Bear by Bill Martin Jr	Billy Goats Gruff by various authors Funny Bones by Allan Ahlberg	Train Ride by John Burningham	How to Wash a Woolly Mammoth by Michelle Robinson	Augustus and his Smile by Catherine Rayner The Tiny Seed by Eric Carle	The Sandhorse by Ann Turnbull Sally and the Limpet by Simon James
Writing End Point	<ul style="list-style-type: none"> • Begin to see themselves as writers and authors • Recognise we write for different purposes • Show some awareness of their reader • Be introduced to the concepts of audience and purpose • Begin to see the links between reading and writing • Be able to talk about their writing to a peer or an adult • Join in Just Write sessions with enthusiasm • Join in oral practise before writing. • Learn and remember appropriate amounts of text • Orally rehearse sentences accurately before writing. • Write simple texts following a structure. • Re-read what they have written to ensure it makes sense. • Use the co-ordinating conjunction 'and' to join clauses and experiment with other co-ordinating conjunctions (or & but). • Form digits correctly and lower case letters in cursive script, starting and finishing in the right place; form capital letters correctly. • Use spacing between words. • Begin to use what they have read or heard or heard to enhance their writing. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • Begin to be aware that authors make choices about grammar and punctuation in their stories e.g. Use capital letters to represent a loud noise • Begin to hear and respond to punctuation when joining in with stories. • Begin to be aware of the punctuation in their own reading and writing • Use physical representations of punctuation when orally rehearsing • Use the co-ordinating conjunction 'and' to join clauses and experiment with other co-ordinating conjunctions (or & but). • Use capital letters for names and for the pronoun 'I'. • Begin to use capital letters, full stops and question marks to demarcate sentences. 					

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	<p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
<p>Spelling Content and Coverage</p>	<p>See separate phonics teaching curriculum https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
<p>Spelling End Point</p>	<ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt. • Make suggestions as to how to spell words • Begin to make independent choices in spelling • Use resources provided to make correct choices when spelling key words, tricky words and subject specific words • Spell many words correctly through segmenting words into phonemes and representing these through phonically plausible graphemes • Spell many age specified common exception words
<p>Handwriting – End Point</p>	<ul style="list-style-type: none"> • Approach writing tasks positively • Be proud of their writing and presentation in all subjects • Begin to show how cursive joins add to the fluency of their handwriting • Begin to recognise what aspect/s of handwriting they need to improve • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these



YEAR 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Lunch time by Rebecca Cole My Day at the zoo by Jay Dale	The Woods – by Paul Hoppe 3 weeks The Book of Cars and Trucks by Neil Clark 2 weeks Non Fiction	Poetry - Tell Me a Dragon by Jackie Morris 3 weeks Orion and the Dark by Emma Yarlett 3 weeks	A Dog’s Day By Rebecca Rissman 3 weeks Story writing Weather by Steffi Cavell-Clarke 3 weeks	Lord of the Forest by Caroline Pitcher 3 weeks Story writing The Disgusting Sandwich by Gareth Edwards 2 weeks Story writing	Seed to Sunflower by Camilla de la Bédoyère 3 weeks information text Mrs Armitage and the Big Wave by Quentin Blake 3 weeks Story writing
Writing End Point	<ul style="list-style-type: none"> • Show a growing awareness themselves as writers and authors • Understand that they are able to use writing to communicate their ideas, thoughts and feelings • Show a growing awareness of their reader • Know that writing will have an audience and a purpose • Begin to see the links between reading and writing • Be able to talk about their writing to a peer or an adult and explain some aspects of authorial intent e.g I chose that word because it was funny/sad etc • Join in Just Write sessions with enthusiasm and begin to express a desire to write • Join in oral practise before writing and begin to recognise the impact of this on their writing • Learn and remember appropriate amounts of text • Orally rehearse sentences accurately before writing. • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and clearly. • Through discussion, compose writing to have the desired effect on the reader. • Make simple additions, revisions and corrections to their own writing by re-reading their own work. • Use present and past tense mostly correctly and consistently. 					
Grammar Content and End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • Show a growing awareness that authors make choices about grammar and punctuation in their stories e.g Use capital letters to represent a loud noise • Begin to comment on author’s use of grammar and punctuation with support • Begin to hear and respond to punctuation when joining in with stories. • Be aware of the punctuation in their own reading and writing and read accordingly • Use physical representations of punctuation when orally rehearsing • Begin to independently recognise what punctuation is missing when reading own work aloud • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • Use commas to separate items in a list. 					

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	<ul style="list-style-type: none"> • Use apostrophes where letters are missing in spelling and to mark singular possession in nouns. • Understand the difference between a statement, question and command. • Use expanded noun phrases to describe and specify. <p>Terminology for pupils: Revise Year 1 plus : noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<p>Spelling content and coverage</p>	<p>See separate phonics teaching curriculum https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf</p> <ul style="list-style-type: none"> • Spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<p>Spelling End Point</p>	<ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt and begin to make connections linked to their knowledge of other words. • Make suggestions as to how to spell words using a spelling log and discuss grapheme choices with a peer or adult • Begin to make independent choices in spelling, having a go at words they are unsure of and discussing the word with an adult • Begin to make connections between spelling rules and patterns and their spelling at the point of writing • Use resources provided to make correct choices when spelling key words, tricky words and subject specific words. • Spell age appropriate words correctly through segmenting words into phonemes and representing these through phonically plausible graphemes. • Spell age specified common exception words accurately. • Understand that in contractions the apostrophe shows where a letter or letters would be if the words were written in full. • Understand the difference in meaning between common, age appropriate homophones and near homophones.
<p>Handwriting End Point</p>	<ul style="list-style-type: none"> • Approach writing tasks positively • Be proud of their writing and presentation in all subjects • Use cursive joins to increase the fluency of their writing • Increase the consistency of their cursive script • Begin to recognise what aspect/s of handwriting they need to improve • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best

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- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

YEAR 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Beasties Jenny Nimo	Book of Bones – Gabrielle Balkan Fair’s fair – Leon Garfield How Santa Really Works by Alan Snow	Blue John – Berlie Doherty	Oliver and the Seawig – Phillip reeve	Firebird – Saviour Pirotta	How to Train your Dragon – Helen Cresswell Greek Myths
Writing End Point	<ul style="list-style-type: none"> • See themselves as writers and authors • Recognise we write for different purposes • Show a growing awareness of their reader and be able to talk about them with support • Understand the difference between the audience and purpose of writing • Recognise links between reading and writing • Be able to talk about their writing to a peer or an adult • Join in Just Write sessions with enthusiasm and begin to talk about what they plan to write • Join in oral practise before writing. • Learn and remember appropriate amounts of text • Practise retelling the text with fluency and prosody • Orally rehearse sentences accurately before writing • Plan writing through discussion using a model text to support them. • Construct punctuated sentences through oral rehearsal; beginning to build a varied and rich vocabulary. • In narratives use the model text to support creating settings, characters and plots. • Use paragraphs mostly correctly. • Use simple organisational features in non-fiction e.g headings and sub-headings. • Be able to proof read for spelling and punctuation errors and make suggestions as to how to improve. 					
Grammar Content and End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • Show a growing awareness that authors make choices about grammar and punctuation in their stories e.g Use capital letters to represent a loud noise • Begin to comment on author’s use of grammar and punctuation with support • Begin to hear and respond to punctuation when joining in with stories and participating in close reads. • Be aware of the punctuation in their own reading and writing and read accordingly 					



	<ul style="list-style-type: none"> • Be able to mark punctuation physically when orally rehearsing • Recognise that paragraphs are a way to group related material and use them with growing accuracy. • Use headings and sub- headings to aid presentation. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. • Use the present perfect form of verbs in contrast to the past tense. • Choose nouns or pronouns accurately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time, place and cause. • Use and punctuate direct speech with growing accuracy.
	<p>Terminology for Pupils: Revise Year 2. Check for pupils understanding of Y1 terminology and address. Plus: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’).Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>)</p>
<p>Spelling Content and Coverage</p>	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf</p>
<p>Spelling End Point</p>	<ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt and make connections linked to their knowledge of other words. • Make suggestions as to how to spell words using a spelling log and discuss grapheme choices with a peer or adult • Understand the idea of a ‘best bet’ • Make independent choices in spelling, having a go at words they are unsure of and discussing the word with an adult • Make connections between spelling rules and patterns and their spelling at the point of writing • Use resources provided to make correct choices when spelling key words, tricky words and subject specific words. • Be able to add suffixes beginning with vowel letters to words of more than one syllable mostly correctly. • Increase knowledge and accuracy of spelling words with the following suffixes: -ation,-ly,-ous,-tion,-sion,-ssion,-cian, -ion. • Increase knowledge of and accuracy in spelling words which end in: -sure, -ture but check root word does not end in ‘ch’ with an ‘er’ ending (e.g teacher). • Increase knowledge of and accuracy in spelling of words where the ‘k’ sound is spelt ‘ch’ (e.g scheme), the ‘sh’ sound is spelt ‘ch’ (e.g chef), the ‘/g/’ sound is spelt -gue (e.g league) and the ‘/k/’ sound is spelt -que (e.g antique). • Use the possessive apostrophe mostly accurately. <p>Understand the difference in meaning between common, age appropriate homophones and near homophones and spell them with growing accuracy.</p>

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Handwriting End Point	<ul style="list-style-type: none"> • Approach writing tasks positively and enjoy opportunities to present their work in different ways • Be proud of their writing and presentation in all subjects • Use cursive joins to increase the fluency of their writing • Increase the consistency of their cursive script using it for all writing • Recognise what aspect/s of handwriting they need to improve and respond to instruction as to how to improve • Use the diagonal and horizontal strokes needed to join letters, begin to understand that some letters may be best left un-joined. • Continue to increase legibility, consistency and quality of their handwriting.
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YEAR 4

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts		Leon and the Place Between		Penguins	Rainforest – Rough Guide	

Writing End Point	<ul style="list-style-type: none"> • See themselves as writers and authors and talk about their personal preferences • Recognise we write for different purposes and discuss the similarities and differences • Show a growing awareness of their reader and be able to talk about them and how they intend them to be affected by their writing • Recognise links between reading and writing with growing independence • Be able to talk about their writing to a peer or an adult referring to audience and purpose • Join in Just Write sessions with enthusiasm and begin to talk about what they plan to write • Join in oral practise before writing. • Learn and remember appropriate amounts of text • Practise retelling the text with fluency and prosody • Orally rehearse sentences accurately before writing • Plan writing through discussion using a model text, moving away from the model at times. • Construct well punctuated sentences through oral rehearsal; building and consolidating a varied and rich vocabulary. • In narratives, create definite settings, characters and plots. • Use paragraphing correctly by grouping sentences around a topic or event. • Use simple organisational features in non-fiction e.g headings and sub-headings to enhance the impact on the reader. • Be able to proof read for spelling and punctuation errors. • Make suggestions as to how to improve their writing and act upon those suggestions.
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Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • Be aware that authors make choices about grammar and punctuation in their stories e.g Use capital letters to represent a loud noise • Begin to comment on author’s use of grammar and punctuation during structured writing and reading lessons • Begin to hear and respond to punctuation when re reading or echo reading in a close read. • Be aware of the punctuation in their own reading and writing and read accordingly • Be able to mark punctuation physically when orally rehearsing • Use of paragraphs to organise ideas around a theme. • Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition.
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	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. • Use fronted adverbials. • Use commas after fronted adverbials. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg the teacher expanded to the strict maths teacher with the curly hair). • Indicate possession by using the possessive apostrophe with plural nouns. • Use and punctuate direct speech mostly accurately. <p>Terminology for Pupils: Revise Year 3. Assess for Y1 and 2 gaps in knowledge. Plus: determiner pronoun, possessive pronoun adverbial</p>
<p>Spelling End Point</p>	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt and make connections linked to their knowledge of other words. • Make suggestions as to how to spell words using a spelling log and discuss grapheme choices with a peer or adult • Understand the idea of a ‘best bet’ and be able to discuss this using correct terminology • Make independent choices in spelling, having a go at words they are unsure of and discussing the word with an adult • Make connections between spelling rules and patterns and their spelling at the point of writing • Use a wide range of resources, including dictionaries, to make correct choices when spelling key words, tricky words and subject specific words. • Be able to add suffixes beginning with vowel letters to words of more than one syllable correctly. • Have knowledge of and be increasingly accurate when spelling words with the following suffixes: -ation,-ly,-ous,-tion,-sion,-ssion,-cian, -ion. • Have knowledge of and be increasingly accurate when spelling words which end in: -sure, -ture but check root word does not end in ‘ch’ with an ‘er’ ending (e.g teacher). • Have knowledge of and be increasingly accurate when spelling of words where the ‘k’ sound is spelt ‘ch’ (e.g scheme), the ‘sh’ sound is spelt ‘ch’ (e.g chef), the ‘/g/’ sound is spelt -gue (e.g league) and the ‘/k/’ sound is spelt -que (e.g antique). • Use the possessive apostrophe accurately. • Understand the difference in meaning between common, age appropriate homophones and near homophones and spell them mostly accurately.
<p>Handwriting – End Point</p>	<ul style="list-style-type: none"> • Approach writing tasks positively and enjoy opportunities to present their work in different ways including varying fonts and style to impact the reader • Be proud of their writing and presentation in all subjects • Use cursive joins to increase the fluency of their writing • Increase the consistency of their cursive script, using it for all writing • Recognise what aspect/s of handwriting they need to improve and respond to instruction as to how to improve • Use the diagonal and horizontal strokes needed to join letters, understand that some letters may be best left un-joined. • Continue to increase legibility, consistency and quality of their handwriting.

Tavistock Primary and Nursery School English Curriculum Progression – Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Beowulf Kevin Crossley-Holland		Survivors – the Toughest Creatures on Earth Nicola Davis		Shadow Cage Phillipa Pearce	
Writing End Point	<ul style="list-style-type: none"> • See themselves as writers and authors and talk about their personal preferences and areas for development • Recognise we write for different purposes and discuss the similarities and differences beginning to use examples of known texts • Show a good awareness of their reader and be able to talk about them and how they intend them to be affected by their writing • Recognise links between a wider range of reading and writing with growing independence • Be able to talk about their writing to a peer or an adult referring to audience and purpose • Join in Just Write sessions with enthusiasm and talk about what they plan to write • Join in oral practise before writing, including self-monitoring • Learn and remember appropriate amounts of text • Practise retelling the text with growing fluency and prosody • Orally rehearse sentences accurately before writing • Use a pen to consistently produce fluent, joined, cursive handwriting • Use varied and accurate punctuation for clarity. • To spell and use all Year3 /4 words and most of the Y 5/ 6 words accurately. • Consistently produce neatly presented and well organised work with a structure that is appropriate for the audience and purpose. • Consider the audience and purpose of the writing and use the appropriate voice and level of formality through precise word choice. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • When reading, recognise that authors make choices about grammar and punctuation in their stories e.g Use capital letters to represent a loud noise • Begin to comment on author’s use of grammar and punctuation during structured writing and reading lessons and in their independent reading • Hear and respond to punctuation when re reading or echo reading in a close read. • Be aware of the punctuation in their own reading and writing, read accordingly and independently recognise errors • Accurately mark punctuation physically when orally rehearsing • Use a range of devices to build cohesion within a paragraph (eg then, after, that, this, firstly). • Link ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg <i>had</i> seen her before. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun; indicating degrees of possibility using adverbs or modal verbs. • Use commas to clarify meaning or avoid ambiguity in writing. • Use brackets, dashes or commas to indicate parenthesis. • Use a colon to introduce a list. • Punctuate bullet points (to list information) consistently. <p>Terminology for Pupils: Revise Y3 and 4 terminology. Plus: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					

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Spelling End Point	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt and make connections linked to their knowledge of other words including their etymology. • Make suggestions as to how to spell words using a spelling log and discuss grapheme choices with a peer or adult • Be clear about the purpose of ‘best bet’ and be able to discuss this using correct terminology • Make independent choices in spelling, having a go at words they are unsure of and discussing the word with an adult • Make connections between spelling rules and patterns and their spelling at the point of writing • Use a wide range of resources, including dictionaries, to make correct choices when spelling key words, tricky words and subject specific words. • Be able to spell words with the following suffixes and endings mostly accurately: -cious, -tious, -ce, -cial, -tial, -ant, -ance/-ancy, -ent, ence/-ency, ‘able’/‘ably’, -ible/-ibly. • Understand the impact on spelling of soft and hard sounds e.g c and g and be able to apply the rules mostly accurately. • Know the rule about adding suffixes beginning with vowel letters to words ending in –fer and use this to help them spell with growing accuracy. • Know that hyphens can be used to join a prefix to a root word when the prefix ends in a vowel and the root word begins with one. • Know the ‘i’ before ‘e’ spelling rule and understand there are exceptions. • Know the words containing the letter string ‘ough’ and that this can be used to spell a number of different sounds. • Understand the role of ‘silent’ letters in spelling. • In pairs of homophones recognise that the spelling alters the word class from verb to noun. • Recognise common, age appropriate homophones which are easily confused and begin to spell these with growing accuracy.
Handwriting – End Point	<ul style="list-style-type: none"> • Approach writing tasks positively and enjoy opportunities to present their work in different ways including varying fonts and style to impact the reader • Be proud of their writing and presentation in all subjects • Use cursive joins to increase the fluency of their writing • Have consistent cursive script, using it for all writing • Recognise what aspect/s of handwriting they need to improve and respond to instruction as to how to improve • Begin to develop a personal style through their choice of letter shape and choosing whether or not to join specific letters. • Choose the writing implement best suited for a task with some guidance if necessary.

YEAR 6

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Jabberwocky – Lewis Carrol Eye of the Storm – visual text	Drove of Bullocks – Patrick George	From Slavery to Freedom Road – Julius Lester	Harris Burdick Chris Van Allsburg	Cloudbusting – Malorie Blackman The Lost Thing – Shaun Tan	Scientific explanation text
Writing End Point	<ul style="list-style-type: none"> • See themselves as writers and authors and talk about their personal preferences and areas for development • Recognise we write for different purposes and discuss the similarities and differences using examples of known texts • Show a good awareness of their reader and be able to talk about them and how they intend them to be affected by their writing • Recognise links between a wider range of reading and writing with growing independence • Be able to talk about their writing to a peer or an adult referring to audience and purpose 					

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	<ul style="list-style-type: none"> • Join in Just Write sessions with enthusiasm and talk about what they plan to write and how it develops them as an author • Join in oral practise before writing, including self-monitoring • Learn and remember appropriate amounts of text • Practise retelling the text with accurate fluency and prosody • Orally rehearse sentences accurately before writing • Plan writing considering the audience for and purpose of their writing and select the most appropriate form. • In narrative, consider how other authors have developed characters and settings in what they have read and seen and use this in their own narratives. • Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. • Describe settings, character and atmosphere and integrate well punctuated dialogue to convey character or advance the action. • Use a wide range of strategies to build cohesion within and between paragraphs. • Use organisational devices to structure text and to guide the reader accurately. • Be able to propose changes to vocabulary, grammar and punctuation and by doing so increase the impact of their writing. • Ensure the consistent use of tense throughout their writing. • Ensure consistent subject verb agreement. • Make a clear distinction between the language of speech and writing.
<p>Grammar End Point</p>	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • When reading, recognise that authors make choices about grammar and punctuation in their stories e.g Use capital letters to represent a loud noise • Begin to comment on author’s use of grammar and punctuation during structured writing and reading lessons and in their independent reading • Hear and respond to punctuation when re reading or echo reading in a close read. • Be aware of the punctuation in their own reading and writing, read accordingly and independently recognise errors • Accurately mark punctuation physically when orally rehearsing • Use a range of devices to build cohesion within a paragraph (eg then, after, that, this, firstly). • Link ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg he <i>had</i> seen her before. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun; indicating degrees of possibility using adverbs or modal verbs. • Use commas to clarify meaning or avoid ambiguity in writing. • Use brackets, dashes or commas to indicate parenthesis. • Use a colon to introduce a list. • Punctuate bullet points(to list information) consistently . <p>Terminology for Pupils:Revise all of KS2 terminology. Plus:subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullets Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>
<p>Spelling Content and Coverage End Point</p>	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> • Enjoy playing with words, rhyming and other word games • Talk about words and how they are spelt and make connections linked to their knowledge of other words including their etymology. • Make suggestions as to how to spell words using a spelling log and discuss grapheme choices with a peer or adult • Be clear about the purpose of ‘best bet’ and be able to discuss this using correct terminology



- **Make independent choices in spelling, having a go at words they are unsure of and discussing the word with an adult**
- **Make connections between spelling rules and patterns and their spelling at the point of writing**
- **Use a wide range of resources, including dictionaries, to make correct choices when spelling key words, tricky words and subject specific words.**
- Be able to spell words with the following suffixes and endings accurately: -cious, -tious, -ce, -cial, -tial, -ant, -ance/-ancy, -ent, ence/-ency, 'able'/'ably', -ible/-ibly.
- Understand the impact on spelling of soft and hard sounds e.g c and g and be able to apply the rules accurately.
- Know the rule about adding suffixes beginning with vowel letters to words ending in -fer and use this to help them spell with accuracy.
- Know that hyphens can be used to join a prefix to a root word when the prefix ends in a vowel and the root word begins with one and use this knowledge to spell with accuracy.
- Know the 'i' before 'e' spelling rule and understand there are exceptions and use this knowledge to spell with accuracy.
- Know the words containing the letter string 'ough' and that this can be used to spell a number of different sounds and use this knowledge to spell with accuracy.
- Understand the role of 'silent' letters in spelling and use this knowledge to spell with accuracy.
- In pairs of homophones recognise that the spelling alters the word class from verb to noun and use this knowledge to spell with accuracy.
- Recognise common, age appropriate homophones which are easily confused and begin to spell these with accuracy.

Handwriting – End Point

- **Approach writing tasks positively and enjoy opportunities to present their work in different ways including varying fonts and style to impact the reader**
- **Be proud of their writing and presentation in all subjects**
- **Use cursive joins to increase the fluency of their writing**
- **Have consistent cursive script, using it for all writing**
- **Recognise what aspect/s of handwriting they need to improve and respond to instruction as to how to improve**
- Develop a personal style through their choice of letter shape and choosing whether or not to join specific letters.
- Choose the writing implement best suited for a task.

Tavistock Primary and Nursery School English Curriculum Progression – Writing



YEAR R/1 2024-25

[S:\English National Curriculum\PRIMARY national curriculum - English 220714.pdf](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Kippers Toybox (1 week) Rhyme – Polar Bear, Polar Bear, what do you hear? By Bill Martin (2 weeks) It's my Birthday by Helen Oxenbury – sequential writing. (2 weeks) Rhyming text – Oi Frog (2 weeks)	Penguin – Polly Dunbar. (2 weeks) Funny bones – story writing expanded noun phrases (2 weeks) Fairy tale (based on Drum Theatre) (2 weeks) Letter writing. (1 week)	Non-Fiction – Sharks by information on animals (3 weeks) I love bugs – poetry (3 weeks)	Where's Wally - Shield instructions (3 weeks) Fiction - The train ride (3 weeks)	The tiny seed – story writing (3weeks) Augustus and his Smile by Catherine Rayner (3 weeks)	Sally and the limpet problematic story writing(3 weeks) The Sand Horse – story writing, impact of verb and adjective choice.(3 weeks) Stuck by Oliver Jeffers (1week)

YEAR 1/2 2024-25

[S:\English National Curriculum\PRIMARY national curriculum - English 220714.pdf](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Lunchtime by Rebecca Cole 3 weeks Narrative My Day at the Zoo by Jay Dale 2 weeks information text How to Hide a Lion at School by Helen Stephens 2 weeks Narrative	The Woods – by Paul Hoppe 3 weeks Playing with Friends by Rebecca Rissman 2 weeks Stuck by Oliver Jeffers 2 weeks	Poetry - Tell Me a Dragon by Jackie Morris 2 weeks This is how we do it: Matt Lamothe 2 weeks Nobot, The Robot with No Bottom by Sue Hendra and Paul Linnet 2 weeks	Weather by Steffi Cavell-Clarke 3 weeks Daisy Doodles by Michelle Robinson, Irene Dickson and Tom Weller 3 weeks	Don't Spill the Milk by Stephen Davies and Christopher Corr 3 weeks Sylvia and Bird by Catherine Rayner 2 weeks	Seed to Sunflower by Camilla de la Bédoyère 3 weeks information text Wanted: The Perfect Pet by Fiona Robertson 3 weeks Free writing