

Woodcote Primary School

WRITING



Name: _____

Year 1 Autumn

★ Transcription ★
Segment words into phonemes and choose graphemes to represent these sounds.
Write some words with the vowel digraphs and trigraphs including words ending in <i>ff, ll, ss, zz, nk</i>
Name the letters of the alphabet.
Begin, with support, to use letter names to distinguish between alternative spellings of the same sound.
Add -ing to verbs where no change is needed to the root word
Begin to add the prefix un-
With support, clap the syllables in multisyllabic words, with guidance, identify each syllable of a two syllable compound word
Write words with the regular plural noun suffix -s
Spell, with support, the days of the week and some common decodable and exception words (the, to)
Begin to notice simple words with contractions
Notice, with some prompts, homophones
Spell some year 1 words

★ Composition ★
Begin, with prompts, to talk to an adult about what they are going to write
Recognise, with adult support, the main features
With support, draw pictures and begin to write some keywords
Use talk to express themselves and their ideas
Independently write simple words, phrases and clauses to convey meaning
Begin to write, with support, a sequence of connected events
Begin to write in different forms
Produce and record ideas with support, using simple writing frames to include pictures, labels and/or captions
Re-read their own writing with adult support
With support, understand how simple cohesive devices are used in writing

★ Vocabulary, Grammar And Punctuation ★
Recognise, with prompts, some common suffixes: <i>ing, ed, er</i>
Recognise rhymes and, with support, play word games
Begin, with support, to combine words to make simple sentences
Recognise and find simple describing words
Begin to use, with support, past and present tense correctly in speech
Become familiar with simple writing frames
Notice, with prompts, capital letters at the start of sentences
Begin to notice, and sometimes use, full stops
Notice, with prompts, that capital letters are used for names
Use with prompts the terms: <i>letter, capital letter, word, sentence and full stop</i>

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WRITING



Name: _____

Year 2 Autumn

★ Transcription ★
Learn words containing the 'j sound (age), containing the s sound spelt c (race), words start with <i>kn, gn, wr</i> , words end in <i>le, al, il</i> ,
Discriminate syllables in multisyllabic words and, with support, use to assist spelling.
Spell, with some help, three-syllable words by segmenting
Use simple prefixes
Add with prompts, -es to nouns and verbs ending in -y by changing the y to i before adding es
Spell common exception words from yr1 and 2 list
Use some letter names when orally spelling a word
Begin, with support, to use alternative spelling patterns for words where one spelling pattern is known
Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
Notice more common words with contracted forms
Begin to notice near homophones

★ Composition ★
With some help, talk through the content of what they are going to write and consider the order of writing
Draw pictures and note down ideas, in a simple planning format, with some support
Make, with support, style choices appropriate to the purpose
Write, with support, narratives in simple sentences
Begin to use poetic techniques, including humour and word play, as a group
Begin to make apt word choices
Begin to identify sentence level features (i.e. simple adjectives to describe nouns)
Plan the content of each sentence orally before writing
Write in simple and compound sentences that make sense.
Write, with some support, about real events in chronological order
Make, with some prompts, word choices to engage the reader
Re-read to check for sense, noticing obvious errors

★ Vocabulary, Grammar And Punctuation ★
Use, with support, some irregular plural noun suffixes
Form nouns, with prompts, using suffixes such as <i>-ness, -er</i> and by compounding
Begin, with support, to recognise word families based on common words
Begin to use co-ordination to join sentences where each clause is of equal value
Recognise, with support, headings and group sentences under headings
Begin to use correct grammatical patterns for statements and questions
Begin to notice, expanded noun phrases to describe
Use, with prompts, simple adjectives to describe nouns
Make the correct choice of tense
Use a capital letter at the beginning of a sentence
Recognise punctuation marks . ! ?
Use with guidance possessive apostrophe



Year 3 Autumn

 Transcription 
Use taught vowel digraphs and trigraphs to tackle new words
Begin, with some support, to discriminate syllables in some complex multisyllabic words
Begin to learn further rules for plurals (words ending in x)
Know the spelling rules for root words and the prefixes re, sub, inter, super
Begin to use further suffixes, such as adding -ly, -lly or -ally to an adjective to form an adverb
Explain that the apostrophe replaces the missing letter
Notice further and near homophones
Spell many words from the Ks1 list and begin to spell words from Yr3/4 list

 Composition 
Use coordinating conjunctions to compare
Use correct tense in my writing
Independently use language appropriate to the genre
Independently use text devices appropriate to the genre
Write about real events, in chronological order
Use the correct register for my audience
Proof-read for spelling, punctuation and tense
Sequence events logically in narrative using simple cohesive devices such as time
Begin to select effective adjectives and adverbs for description
Use capital letters and full stops accurately

 Vocabulary, Grammar And Punctuation 
Begin to notice the possessive apostrophe in words with regular plurals
Begin to use a wider range of conjunctions
Notice the forms of 'a' and 'an'
Use the past and present tense correctly, including the progressive form of verbs
Begin to recognise paragraphs as a device to group related material.
Recognise direct speech and notice speech marks
Confidently add -ly to an adjective to form an adverb
Use word families based on common words to assist spelling
Show a simple awareness of using pronouns to avoid repetition
Check for capital letters at the start of sentences and for some proper nouns
Consider the reader and use a growing range of sentence openers to avoid repetition



Year 4 Autumn

★ Transcription ★
Spell correctly words with <i>k</i> sound spelt <i>ch</i> (scheme) and words with <i>ch</i> pronounced as in <i>chef</i>
Know the spelling rule when adding suffixes where the root word ends in <i>y</i> or <i>le</i>
Begin to discern stressed/ unstressed syllables when adding suffixes
Add suffixes, beginning with vowel letters, to words of more than one syllable (e.g. forget + ing = forgetting) and know the consonant letter is not doubled if the syllable is unstressed (e.g. garden + ing = gardening)
Investigate further prefixes and add to some words to exemplify
Know the spelling rules for root words and the prefixes anti, dis, mis, in
Place the apostrophe in words with regular plurals (girls', boys')
Spell most words from the yr3/4 list
Explain what a homophone/ near homophone is, providing own examples
Spell an increasing amount of high frequency words correctly, applying them in context and noticing common errors (E.g. February, Wednesday, surprise)
With guidance use the first two letters of a word to check a spelling in the dictionary

★ Composition ★
Vary the sentence structure by using conjunctions, adjectives, subordinates, adverbs and prepositions
Use expand noun phrases by adding modifying adjectives, nouns and preposition phrases e.g. The happy, old dog wagging his tail under the table
Begin to use inverted commas to demarcate direct speech
Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying it out
Begin to incorporate some dialogue within narrative structure
Proof read for spelling, punctuation, paragraphing and tense
Write sentences using main and subordinate clauses
Use pronouns to replace nouns
Compose simple paragraphs
Consider the audience and purpose more carefully, and use this to inform decisions regarding form and features
Make more effective and appropriate vocabulary choices
Write non-fiction using some appropriate features of the genre
Present a point of view in writing and begin to make simple style and vocabulary choices to convince the reader

★ Vocabulary, Grammar And Punctuation ★
Recognise the difference between plural and possessive -s
Use further suffixes such as: adding -ous to nouns to make adverbs (e.g. poisonous)
With guidance, expand noun phrases by adding modifying adjectives, nouns and preposition phrases
Competently recognise/use present perfect form of verbs
Attempt to separate paragraphs using simple layout features; headings, subheadings
Begin to use pronouns and synonyms across sentences to avoid repetition and aid cohesion
Confidently use conjunctions, adverbs, and prepositions to express time, place and cause
Confidently express time and cause using conjunctions
Begin to display some variation in tense and verb forms to show when action takes place and by whom
Use correct capitalisation including for proper nouns
Recognise, with some guidance, Standard English forms for verb inflections, instead of local spoken forms e.g. I was, we were



Year 5 Autumn

★ Transcription ★
Write words from yr5/6 list, including words ending in <i>-cious, -tious, -cial</i>
Recognise alphabetic order to two letters to find and check spellings and meanings in a dictionary
Use knowledge of stressed/ unstressed syllables to distinguish between homophones and select the correct spelling (e.g. desert, desert, dessert)
In handwriting recognise some words contain common letter strings
Start to investigate the etymology of words to help us understand how they are used ow
Begin to add suffixes starting with vowel letters to words ending in 'fer'
Continue to draw on their knowledge to pluralise a range of nouns
Spell a bank of homophones and near homophones e.g. father and farther, guest and guessed
Begin to use further suffixes <i>-able, -ible, -ably, -ibly</i>
Recognise and investigate prefixes <i>dis-, de-, mis-, over-, re-</i>
Spell most words from yr1 to 4
Begin to correctly spell words from taught yr5/6 rules and lists

★ Composition ★
Use a range of ambitious vocabulary drawn from your reading
Begin to use relative clauses to provide more detail
Show control over use of sentences and effect upon the reader
Use inverted commas with confidence
Demonstrate a sense of audience
Maintain a clear purpose
Begin to use actions to develop characters thoughts and feelings
Write about real events in a more logical order, including clear structure and relevant detail
Make informed choices about which features to include in their non-fiction
Add some adverbials of time/place/ number/tense to show when, where and how an action is carried out
Begin to use some features of sentence structure to build up detail
Write paragraphs which include an introductory topic sentence & relevant supporting sentences
Use a wide vocabulary including topic dependent words where appropriate
Explore more poetic structures
Begin to précis short passages
Select logical connectives
Use an increasing range of persuasive features
Maintain a clear viewpoint
Proof-read whilst writing and make improvements

★ Vocabulary, Grammar And Punctuation ★
Consistently use pluralisation & apostrophe -s
Begin to use relative clauses beginning with: who, where, when and that
Link ideas across paragraphs, using adverbials of time and number
Select the appropriate tense for a range of speech and writing
Use devices within a paragraph to build cohesion
Begin to use commas to mark clauses
Notice the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing
Begin to indicate degrees of possibility using adverbs
Begin to apply Standard or non-Standard English to a wider range of texts
Carefully consider the effect upon the reader when making vocabulary choices



★ Transcription ★
Spell further words from yr5/6, including the letter string 'ough'
Use further suffixes: <i>-ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious</i> , attempting to apply knowledge of root word endings
Know the spelling rules for near homophones e.g. practice and practise
Use a dictionary, thesaurus or spell checker without prompt
Use knowledge of etymology more often in spelling
Recognise how understanding of syllables, morphology and etymology can assist spelling
Apply growing knowledge of prefixes
Know when to avoid using the contracted form

Year 6 Autumn

★ Composition ★
Begin to use and understand the passive form
Recognise some devices used to aid cohesion
Manipulate clauses to achieve effects
Begin to make choices about which layout devices to use
Use varied vocabulary to create a range of effects
Demonstrate awareness of a range of narrative genres
Write about real events, including a logical order, clear structure and details to interest reader
Use most features of persuasive writing to compose
Identify key points when précising longer passages
Begin to use and understand subjunctive for formal writing
Write paragraphs which include a topic sentence, supporting sentences and a closing sentence
Identify the needs of different audiences
Use appropriate grammatical conventions to create atmosphere
Demonstrate sustained awareness of the reader when writing to inform
Maintain a clear viewpoint and make choices about how to present a balanced argument
Proof read to correct tense, person and correct form of verb for the subject

★ Vocabulary, Grammar And Punctuation ★
Continue to use pluralisation and apostrophe –s
Recognise an active or passive sentence
Use expanded noun phrases to convey more complicated information and begin to notice adverbials
Recognise deliberate variation of tense
Begin to use a wider range of devices to link ideas across paragraphs
Begin to make choices about which layout devices to use in own writing
Use capital letters for lead words in titles
Show awareness of pronouns to make links between paragraphs
Begin to investigate how words are related as synonyms and antonyms
Recognise and find examples of the perfect form of verbs to mark relationships of time and cause
Recognise and talk about some devices used in writing to aid cohesion
Develop use of semi-colons, colons, dashes and hyphens
Recognise when to apply Standard and non-Standard English across all text types
Begin to choose appropriate vocabulary for purpose, showing interest in expanding choices

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