

C - Courage

A - Achievement

Y – Your Actions

T - Tolerance

O – Our World

N - Nurturing



Cayton School

Writing Progression Map

Learn from yesterday, seek today and aim for tomorrow

Intent								
Cayton School Vision	“To deliver the highest standards enabling all children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”							
Cayton School principles	Broad and Balanced, each subject has sufficient time to contribute effectively to learning	Sequential and Progressive	Engaging and Interesting	Ambitious and Progressive	Every child awarded the same offer	Prior Learning and Knowledge on Knowledge opportunities	Making Life-long Learners	Reading a priority – whole school reading culture
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum	
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.							
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing		
Implementation								
Delivering the Curriculum	Centrist pedagogical approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every class has a Cayton, Cultural, Capital, Citizenship and community Passport throughout school		
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF	English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Enquiry based learning – Enquiry based driver questions		Teacher centred		Holistic approach		Togetherness	
Processes and Procedures	A strong focus on assessment for learning throughout school		Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects		Robust assessment of core and foundation subjects throughout school	
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.							
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Impact								
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem	High Quality Outcomes for all children based on their starting points		Strong feeling of Community		A rich and diverse school culture		Children prepared for life-long learning
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community	Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident		Adults are a positive role model in all that they do and say		Children are self -regulated in their learning and take responsibility for their actions
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback		Formal and Informal assessments	A positive Cayton Awards Culture throughout school
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Developing Writers at Cayton School

A writer at Cayton School will have...

- A building knowledge of etymology and a wide vocabulary encouraged from the beginning of school and enhanced through reading and regular opportunities for learning new vocabulary each lesson, including definition games in Spellings Shed, the use of jars or a display and examples from Tier 1, Tier 2 and Tier 3 vocabulary banks
- Knowledge of word spacing, paragraphing, all punctuation (from capital letters and full stops in Year 1 to semi-colons in Year 6) and all grammatical terms (from a fronted adverbial in Year 4 to passive voice in Year 6) also covered in SATs papers and GAPs tests
- The ability to write clearly, accurately and coherently in fiction (including narratives) and non-fiction pieces, adapting their writing for both purpose and audience
- A desire to use figurative language explored in poetry for effect in writing and the opportunity to write for pleasure in 'free-writing'
- Knowledge of how to independently find synonyms in a thesaurus, using them effectively, and correct spellings in a dictionary
- A desire to improve writing at emerging, expected and exceeding level through editing, re-drafting and orally rehearsing sentences, responding to self, peer and adult feedback and reading aloud examples of their work to the class
- The ability to identify each of the 20 sentence types and their grammatical features, using them in writing appropriately
- A building knowledge of all spellings rules for KS1 and KS2 through class teaching and Spellings Shed
- The ability to write fluently, legibly and at speed using cursive script when appropriate to purpose with good knowledge of upper and lower case letters and of the correct way to hold a pencil
- Knowledge of words containing each of the 40+ phonemes already taught, GPCs, common exception words, the days of the week, the letters of the alphabet in order, alternative spellings of the same sound, prefixes and suffixes (including how these can change word class), as well as practise in dictation



Intent- Implementation- Impact

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton School, in EYFS and Key Stage 1, children who need additional support receive additional one-to-one or small group support and interventions. Whole school training is carried out, including all staff as well as volunteers and Buttercups (pre-school), to ensure consistency of approach to closing gaps in writing attainment. These interventions continues into KS2 to offer children who did not pass the phonics check further support as they continue their reading and writing journey. To support these children, teachers also establish home-school links with parents and carers. Pupils also work in small group writing interventions (for example- handwriting formation or grammar) to develop their comprehension skills further, which are adapted regularly based on assessment outcomes.

As well as supporting children with their gaps in writing, a love of writing for pleasure is also encouraged. Our Reading Spine includes a range of engaging novels to inspire writing for a purpose. Pupils are immersed in these topics and encouraged to write imaginatively or for information depending on purpose and audience. At Cayton School, we strive to find opportunities for inclusive writing that immerses pupils of all abilities, such as our 'Poetry in Nature' competition.

Ambition

Each child will leave Cayton School as a fluent writer, well-equipped with the 'tools' to write for a range of purposes and audiences effectively and confidently. We as teachers strive to ensure that gaps in writing are closed and that pupils know exactly which grammatical features and spellings will be used in a range of fiction, non-fiction and poetry style writing. Pupils are encouraged to read their writing aloud, showing pride in their achievements and editing, orally rehearsing and re-drafting their own work based on the feedback of their peers and teachers- as well as through their own reading of writing. Each pupil will have been exposed to a range of themes and contexts in literature and will enjoy reciting new vocabulary and applying this knowledge to their writing. Pupils will see a range of modelled examples and stimulus to further inspire their writing which will lead to children becoming creative, confident and 'explorative' writers who aim to take their readers on a journey with them and become fully immersed in the subject material.

Intent

Cayton School Writing: Whole-School Curriculum Progression Map

Writing: Transcription Spelling**	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	<p style="color: orange;">30 – 50 months</p> <p style="color: blue;">40 – 60 months</p> <p style="color: green;">Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Can I use some of my print and letter knowledge in my early writing? For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Can I spell words by identifying the sounds and then writing the sound with the letter/s?</p> <p>Can I write short sentences with words with known letter-sound correspondences using a capital letter and a full stop?</p>	<p>Can I know all letters of the alphabet and the sounds which they most commonly represent?</p> <p>Can I recognise consonant digraphs which have been taught and the sounds which they represent?</p> <p>Can I recognise vowel digraphs which have been taught and the sounds which they represent?</p> <p>Can I recognise words with adjacent consonants?</p> <p>Can I accurately spell most words containing the 40+ previously taught phonemes and GPCs?</p> <p>Can I spell some words in a phonically plausible way, even if sometimes incorrect?</p> <p>Can I apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the sounds /i/, /l/, • /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck' and exceptions; • the /r/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'ch' and exceptions; 	<p>Can I segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others?</p> <p>Can I 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)?</p> <p>Can I apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • 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, 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); 	<p>Can I spell words with the /eɪ/ sound spelt 'ei', 'eight', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey)?</p> <p>Can I spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym)?</p> <p>Can I spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character)?</p> <p>Can I spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique)?</p> <p>Can I spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure)?</p> <p>Can I spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country)?</p> <p>Can I spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure)?</p> <p>Can I spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)?</p>	<p>Can I spell words with /shuh/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?</p> <p>Can I spell words with a /shuh/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?</p> <p>Can I spell words with a /shuh/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?</p> <p>Can I spell words with a /shuh/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'?</p> <p>e.g. musician, electrician, magician, politician, mathematician)?</p> <p>Can I spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?</p>	<p>Can I spell words with endings that sound like /shuh/ spelt with -icious (e.g. vicious, precious, conscious, delicious, malicious, suspicious)?</p> <p>Can I spell words with endings that sound like /shuh/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious)?</p> <p>Can I spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight)?</p> <p>Can I spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough)?</p>	<p>Can I spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably)?</p> <p>Can I spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly)?</p> <p>Can I spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize)?</p> <p>Can I spell words with endings which sound like /shuh/ after a vowel letter using 'cial' (e.g. official, special, artificial)?</p> <p>Can I spell words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)?</p>

		<ul style="list-style-type: none"> • '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); 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); 	<ul style="list-style-type: none"> • 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); • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual). 				
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		'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared);					
		<ul style="list-style-type: none"> spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin). 					
Common Exception Words	Can I write some irregular common words?	Can I spell all Y1 common exception words correctly? * Can I spell days of the week correctly?	Can I spell most Y1 and Y2 common exception words correctly?	Can I spell many of the Y3 and Y4 statutory spelling words correctly?	Can I spell all of the Y3 and Y4 statutory spelling words correctly?	Can I spell many of the Y5 and Y6 statutory spelling words correctly?	Can I spell all of the Y5 and Y6 statutory spelling words correctly?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prefixes and Suffixes</p>		<p>Can I use -s and -es to form regular plurals correctly?</p> <p>Can I use the prefix 'un-' accurately?</p> <p>Can I 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)?</p>	<p>Can I add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly?</p>	<p>Can I spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse)?</p> <p>Can I 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?</p> <p>Can I spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering)?</p> <p>Can I spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)?</p>	<p>Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?</p> <p>Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?</p> <p>Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?</p>	<p>Can I convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate)?</p> <p>Can I convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise)?</p> <p>Can I convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify)?</p> <p>Can I convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)?</p>	<p>Can I use my knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance)?</p> <p>Can I use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent)?</p> <p>Can I spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Further Spelling Conventions</p>		<p>Can I spell simple compound words (e.g. dustbin, football)?</p> <p>Can I read words that they have spelt?</p> <p>Can I take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes?</p>	<p>Can I spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll?</p> <p>Can I learn the possessive singular apostrophe (e.g. the girl's book)?</p> <p>Can I write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?</p> <p>Can I 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?</p> <p>Can I self-correct misspellings of words that I have been taught to spell (this may require support to recognise misspellings)?</p>	<p>Can I spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male?</p> <p>Can I use the first two or three letters of a word to check spellings in a dictionary?</p>	<p>Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?</p> <p>Can I use my spelling knowledge to use a dictionary more efficiently?</p>	<p>Can I spell complex homophones and near-homophones, including who's/whose and stationary/stationery?</p> <p>Can I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary?</p>	<p>Can I spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise)?</p> <p>Can I spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own)?</p> <p>Can I use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically?</p> <p>Can I use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms?</p>

Writing: Transcription Handwriting	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>Can I use large-muscle movements to wave flags and streamers, paint and make marks?</p> <p>Can I use one-handed tools and equipment, for example, making snips in paper with scissors?</p> <p>Can I use a comfortable grip with good control when holding pens and pencils?</p> <p>Can I show a preference for a dominant hand?</p> <p>Can I write some letters accurately?</p> <p>Can I develop my 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.)</p> <p>Can I use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor?</p> <p>Can I develop the foundations of a handwriting style which is fast, accurate and efficient?</p> <p>Can I form lower case and capital letters correctly?</p> <p>Can I hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases?</p> <p>Can I write recognisable letters, most of which are correctly formed?</p>	<p>Can I write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency?</p> <p>Can I sit correctly at a table, holding a pencil comfortably and correctly?</p> <p>Can I form digits 0-9?</p> <p>Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?</p>	<p>Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters?</p> <p>Can I form lower case letters of the correct size, relative to one another?</p> <p>Can I use spacing between words that reflects the size of the letters?</p>	<p>Can I use a neat, joined handwriting style with increasing accuracy and speed?</p>	<p>Can I increase the legibility, consistency and quality of my handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?</p>	<p>Can I increase the speed of my handwriting so that problems with forming letters do not get in the way of writing down what I want to say?</p> <p>Can I be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version?</p>	<p>Can I write legibly, fluently and with increasing speed by:</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task?</p>

<p style="text-align: center;">Joining Letters</p>		<p>Can I begin to use the diagonal and horizontal strokes needed to join some letters?</p> <p>Please also follow Cayton School Letter Join</p>	<p>Can I begin to use the diagonal and horizontal strokes needed to join letters?</p> <p>Please also follow Cayton School Letter Join</p>	<p>Can I continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined?</p> <p>Please also follow Cayton School Letter Join</p>	<p>Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?</p> <p>Please also follow Cayton School Letter Join</p>	<p>Can I confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way?</p> <p>Please also follow Cayton School Letter Join</p>	<p>Can I recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form)?</p> <p>Please also follow Cayton School Letter Join</p>
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composition Writing:	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p>Do I know many rhymes and am I able to talk about familiar books, and be able to tell a long story?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I 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.</p> <p>Can I write some or all of their name?</p> <p>Can I write some letters accurately?</p> <p>Can I begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses?</p> <p>Can I learn new vocabulary?</p> <p>Can I articulate their ideas and thoughts in well-formed sentences?</p> <p>Can I describe events in some detail?</p> <p>Can I use talk to help work out problems and organise thinking and activities? Can I explain how things work and why they might happen?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?</p> <p>Can I use new vocabulary in different contexts?</p> <p>Can I write short sentences with words with known letter-sound correspondences using a capital letter and a full stop?</p>	<p>Can I say out loud what I am going to write about?</p> <p>Can I compose a sentence orally before writing it?</p> <p>Can I sequence sentences to form short narratives?</p> <p>Can I discuss what I have written with the teacher or other pupils?</p> <p>Can I reread my writing to check that it makes sense and to independently begin to make changes?</p> <p>Can I read my writing aloud clearly enough to be heard by my peers and the teacher?</p> <p>Can I use adjectives to describe?</p>	<p>Can I write narratives about personal experiences and those of others (real and fictional)?</p> <p>Can I write about real events?</p> <p>Can I write simple poetry?</p> <p>Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary?</p> <p>Can I encapsulate what I want to say, sentence by sentence?</p> <p>Can I make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils?</p> <p>Can I reread to check that my writing makes sense and that the correct tense is used throughout?</p> <p>Can I proofread to check for errors in spelling, grammar and punctuation (e.g. Can I check that the ends of sentences are punctuated correctly)?</p>	<p>Can I begin to use ideas from my own reading and modelled examples to plan my writing?</p> <p>Can I proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements?</p> <p>Can I begin to organise my writing into paragraphs around a theme?</p> <p>Can I compose and rehearse sentences orally (including dialogue)?</p>	<p>Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?</p> <p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p> <p>Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?</p>	<p>Can I plan my 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?</p> <p>Can I consider, when planning narratives, how authors have developed characters and settings in what I have read, listened to or seen performed?</p> <p>Can I proofread work to précis longer passages by removing unnecessary repetition or irrelevant details?</p> <p>Can I consistently link ideas across paragraphs?</p> <p>Can I proofread my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements?</p>	<p>Can I note down and develop initial ideas, drawing on reading and research where necessary?</p> <p>Can I use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)?</p> <p>Can I use a wide range of devices to build cohesion within and across paragraphs?</p> <p>Can I habitually proofread for spelling and punctuation errors?</p> <p>Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning?</p> <p>Can I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing?</p>

Can I re-read what they have written to check it makes sense?

Can I develop storylines in their pretend play?

Can I write simple phrases and sentences that can be read by others?

Can I invent, adapt and recount narratives and stories with peers and teachers?

Awareness of Audience, Purpose and Structure

Can I use a wider range of vocabulary?
 Can I express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions?
 Can I start a conversation with an adult or a friend and continue it for many turns?
 Can I use talk to organise themselves and their play? "Let's go on a bus... you sit there... I'll be the driver."
 Can I learn new vocabulary?
 Can I use new vocabulary throughout the day?
 Can I describe events in some detail?
 Can I use talk to help work out problems and organise thinking and activities? Can I explain how things work and why they might happen?
 Can I develop social phrases?
 Can I use new vocabulary in different contexts?
 Can I participate in small group, class and one-to-one discussion, offering my own ideas, using recently introduced vocabulary?
 Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?
 Can I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher?

Can I use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices?
 Can I start to engage readers by using adjectives to describe?

Can I write for different purposes with an awareness of an increased amount of fiction and non-fiction structures?
 Can I use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences?
 Can I read aloud what I have written with appropriate intonation to make the meaning clear?

Can I demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?
 Can I begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)?
 Can I make deliberate ambitious word choices to add detail?
 Can I begin to create settings, characters and plot in narratives?

Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?
 Can I write a range of narratives that are well-structured and well-paced?
 Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?
 Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?

Can I 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?
 Can I describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace?
 Can I regularly use dialogue to convey a character and to advance the action?
 Can I perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear?

Can I write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (including literary language, characterisation, structure, etc.)?
 Can I distinguish between the language of speech and writing and to choose the appropriate level of formality?
 Can I select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)?

Writing: Vocabulary, Grammar and Punctuation	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>Can I understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Can I develop my communication? *They may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Can I use longer sentences of four to six words?</p> <p>Can I use new vocabulary throughout the day?</p> <p>Can I articulate my ideas and thoughts in well-formed sentences?</p> <p>Can I connect one idea or action to another using a range of connectives?</p> <p>Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?</p> <p>Can I express my ideas and feelings about my 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?</p>	<p>Can I use simple sentence structures?</p>	<p>Can I use the present tense and the past tense mostly correctly and consistently?</p> <p>Can I form sentences with different forms: statement, question, exclamation, command?</p> <p>Can I use some features of written Standard English?</p>	<p>Can I try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement?</p> <p>Can I use 'a' or 'an' correctly throughout a piece of writing?</p>	<p>Can I always maintain an accurate tense throughout a piece of writing?</p> <p>Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?</p>	<p>Can I use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc?</p> <p>Can I ensure the consistent and correct use of tense throughout all pieces of writing?</p>	<p>Can I ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural?</p>

Use of Phrases and Clauses

Can I use longer sentences of four to six words?

Can I articulate my ideas and thoughts in well-formed sentences?

Can I connect one idea or action to another using a range of connectives?

Can I express my ideas and feelings about my 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?

Can I use the joining word (conjunction) 'and' to link ideas and sentences?

Can I begin to form simple compound sentences?

Can I use co-ordination (or/and/but)?

Can I use some subordination (when/if/ that/because)?

Can I use expanded noun phrases to describe and specify (e.g. the blue butterfly)?

Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although?

Can I use a range of conjunctions, adverbs and prepositions to show time, place and cause?

Can I 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?

Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?

Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?

Can I use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)?

Can I use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery?

Can I use the subjunctive form in formal writing?

Can I use the perfect form of verbs to mark relationships of time and cause?

Can I use the passive voice?

Can I use question tags in informal writing?

Punctuation		<p>Can I use capital letters for names, places, the days of the week and the personal pronoun 'I'?</p> <p>Can I use finger spaces?</p> <p>Can I use full stops to end sentences?</p> <p>Can I begin to use question marks and exclamation marks?</p>	<p>Can I use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions? 	<p>Can I use the full range of punctuation from previous year groups?</p> <p>Can I punctuate direct speech accurately, including the use of inverted commas?</p>	<p>Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?</p> <p>Can I consistently use apostrophes for singular and plural possession?</p>	<p>Can I use commas consistently to clarify meaning or to avoid ambiguity?</p> <p>Can I use brackets, dashes or commas to indicate parenthesis?</p>	<p>Can I use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity?</p>
Use of Terminology	<p>Can I show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture?</p>	<p>Can I recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark?</p>	<p>Can I recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma?</p>	<p>Can I recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks)?</p>	<p>Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?</p>	<p>Can I recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity?</p>	<p>Can I recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points?</p>

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

** All LKS2 and UKS2 spelling rules are broken down to match the spelling overviews for Y3, Y4, Y5 and Y6.

Implementation

A clear and effective progression of writing knowledge and skills are mapped out from EYFS through to Year 6. Our knowledge and skills curriculum progression map covers statutory objectives, but also provides a vision for how Cayton School strives to build vocabulary, encourage writing for pleasure and purpose and to close writing gaps for each pupil. Vocabulary, writing, debates, drama and speaking and listening activities will provide pupils with ample opportunities to be inspired across a range of genres, understanding as authors themselves how to proofread and re-draft their writing through modelling, peer assessment and self-assessment. Teachers will assess through Spellings Shed, past SATs papers and GAPs assessment to ensure pupils are retaining the grammatical terms threaded through the twenty sentence types in everyday writing. Children will be encouraged to explore themes relevant to themselves personally as well as comparing opinions on themes and contexts which are unfamiliar to them, developing a sense of the importance of inclusivity in society which links with British Values. Our library area, classroom areas, assembly hall and children's home environments will all be key in encouraging pupils to read and write both together and independently, challenging themselves and deepening their own skills and knowledge further.

Impact

Outcomes in writing books, GAPs assessments and on displays will evidence and demonstrate the children's acquisition of writing knowledge and skills. Teachers and parents will communicate to fully ensure that children are able to access texts and progress with gaps being closed and needs being met throughout each key stage and beyond. In lesson observations, pupils will demonstrate writing for pleasure, considering purpose and audience, as well as their independence as writers through use of thesauruses, dictionaries, peer assessment and self-assessment after teacher modelling and lesson stimulus is provided e.g. The Reading Spine extracts and Twinkl examples to inspire writing. Teachers' subject knowledge of grammar and spelling will be reinforced by Spellings Shed and their enthusiasm for the subject will be evident. Pupil voice will demonstrate that children can discuss the conventions and language typical of each genre and text type in fiction, non-fiction and poetry.