



Writing Pillar

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, drafting and editing	<ul style="list-style-type: none"> Compose a sentence orally. 	<ul style="list-style-type: none"> Compose a sentence orally before writing. Rehearse a sentence out loud before writing it. 	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary e.g. mind-maps. Sequence what they want to say sentence by sentence. 	<ul style="list-style-type: none"> Use ideas from their own reading and modelled examples to plan their writing. Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning, middle and end). 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Link ideas across paragraphs using cohesive devices. 	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs.
	<ul style="list-style-type: none"> Include mark making and early writing in play. 	<ul style="list-style-type: none"> With adult support, begin to make a change to orally composed sentences. 	<ul style="list-style-type: none"> Reread their writing to check that it makes sense to themselves and to an adult. Begin to independently make a change to their writing so that they make their writing better. 	<ul style="list-style-type: none"> Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. Check for errors in spelling, grammar and punctuation with the help of an adult where necessary. 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns. 	<ul style="list-style-type: none"> Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Proofread to ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Consistently proofread for spelling and punctuation errors. Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	<ul style="list-style-type: none"> Respond to adult prompts to extend and improve non written work e.g. artwork, construction etc.) 	<ul style="list-style-type: none"> Check written work by reading work back and make changes where necessary with adult support. 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to assess the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> Begin to assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Understand that text communicates meaning (e.g. various form- printed materials, digital screens and environmental print) Gives meaning to marks, symbols and words. Experience a range of text types. 	<ul style="list-style-type: none"> Experience a range of writing opportunities for a wide range of purposes. Understand that stories have a structure (beginning, middle and end). Understand that simple factual sentences linked together based around a theme create a nonfiction text. Apply concepts about print in their writing, e.g. left to right, top to bottom. Understand the purpose of different writing (e.g. lists, captions, narratives) 	<ul style="list-style-type: none"> Use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers in stories and news telling by using adjectives to describe. Begin to write for different purposes: poetry, instructions, letters. 	<ul style="list-style-type: none"> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate, ambitious word choices to add detail, create settings, characters and plot in narratives. Begin to use dialogue to convey a character. 	<ul style="list-style-type: none"> Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g.: text boxes, bullet points etc) Write a range of narratives that are well- structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Use dialogue to convey a character and to start to advance the action. 	<ul style="list-style-type: none"> 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. Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) Distinguish between the language of speech and writing and to choose the appropriate level of formality. 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).
	Transcription	<ul style="list-style-type: none"> Make a range of different mark making movements including large and small in preparation for handwriting (including crossing the midline). Manipulates a range of mark making tools, showing a dominant hand. Beginning to develop a pencil grip effectively in preparation for writing using a tripod grip. Talk to an adult scribe about their mark making, drawing or early writing. Include mark making and early writing in play. 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Use a tripod grip of a pencil/pen. Write lower case and capital letters of the alphabet mostly in the correct direction, starting and finishing in the right place. Begin to use appropriate spacing between words. Form digits 0-9 correctly. 	<ul style="list-style-type: none"> Write lower case and capital letters of the alphabet always in the correct direction, starting and finishing in the right place. Master the tripod grip of a pen/pencil. Master the tripod grip of a pen/pencil. Use appropriate spacing between words. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are not joined. 	<ul style="list-style-type: none"> Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.

Nursery	Reception	Year 1	Year 2	LKS2	UKS2		
<ul style="list-style-type: none"> ELS Foundation Stage Phonological Awareness: Nursery-aged children are introduced to the concept of phonological awareness, which involves recognising and manipulating the sounds of language. This may include activities such as rhyming games, clapping out syllables in words, and identifying initial sounds in words. Listening Skills: Children are encouraged to listen attentively to spoken language and to discriminate between different sounds. This may involve activities such as listening to environmental sounds, identifying sounds in the classroom or outdoor environment, and participating in listening games. Phonic Sounds: While the focus in nursery may not be on specific phonemes (individual sounds), children are often introduced to a range of phonetic sounds through songs, chants, and nursery rhymes. This helps to familiarise them with the sounds of the English language and lay the groundwork for later phonics instruction. Language Play: Nursery settings often incorporate language play activities that encourage children to explore and experiment with sounds, words, and language structures. This may include activities such as oral storytelling, role-play, and singing songs with repetitive or rhyming lyrics. Letter Recognition: While formal instruction in letter recognition may be limited in nursery, children are often exposed to letters through print-rich environments, alphabet books, and hands-on activities. They may begin to recognise some letters by name and become aware of the connection between letters and sounds. 	<p>Phase 2</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with grapheme phoneme correspondences (GPCs) - /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d//g/ <g> /o/ <o> /c/ <c> <k>/k/ /e/ /u/ /r//s//h//b/ /f/ /l/ Harder to read and spell (HRS) words - l, the, no, put, of, is, to, go, into, pull, as, his, <p>Phase 3</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with GPCs - /j/ /v/ /w/ /ks//y/ /z/ /kw/ /ch//sh/ /th/ (voiced and unvoiced) /ng/ /nk//ai/ /ee/ /igh/ /oa/ -es (where there is no change to the root word) 32 new HRS words - he, she, buses we, me, be, push, was, her, my, you adjacent consonants <p>Phase 4</p> <ul style="list-style-type: none"> Oral blending Sounding out and blending with GPCs - /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ HRS words - they, all, are, ball, tall when, what, said, so, have were, out, like some, come, there little, one, do children, love, Word structures – cvcc, –ed /ed/ ccvc – ed /t/ ccvcc – ed /d/ cccvc, cccvcc – er – est Suffixes Revision of Phase 2 and 3 <p>Phase 5</p> <ul style="list-style-type: none"> including alternatives and lesser-known GPCs Sounding out and blending with GPCs - /ai/ /ow/ /igh/ /ee/ –le /oi/ /ur/ /i(y)oo/ /or/ /w/ /f/ /i(y)oo/ /oa/ /or/ /ee/ /ai/ /ee/ /igh/ /oa/ /i(y)oo/ /s/ /ee/ Revision of previously taught Phase 5 GPCs Alternative spellings for previously taught sounds Revision of Phase 2, Phase 3 and Phase 4 	<ul style="list-style-type: none"> Sounding out and blending with GPCs - /ee/ /or/ (walk) /ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa/+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) /u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k. Division of words into syllables -tch. The /v/ sound at the end of word 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 Adding –er and –est to adjectives where no change is needed to the root word Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix –un Compound words Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used 	<ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /el/ sound spelt –le at the end of words The /l/ or /le/ sound spelt –el at the end of words The /l/ or /el/ sound spelt –al at the end of words Words ending –il The /ai/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before i Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɜ/ sound spelt s The suffixes –ment, –ness, –ful, –less and –ly Contractions Words ending in –tion Homophones and near-homophones Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’. 	<ul style="list-style-type: none"> The suffix –ly, –ward, –ous, –ation, –ure, –th, –ion, –ian The root word busy, possess, medic, history, vary, quest, press Plurals Prefixes: re-, auto-, anti-, mis-, dis-, dif-, inter- The -ough letter string The -ear and -ere letter string Prefixes: sub-, super-, sur- Prefixes: im-, in-, il-, ir- Possessive plurals The letter /y/ as ‘i’ The /ou/ letter string The root word hap, cert, cycle The eigh-, /ei/ /ey/ /aigh/ letter strings The /ough/ letter string Homophones and near homophones 	<ul style="list-style-type: none"> Root words scribe, act, note, favour, exper-, cent, centre, cid-, nat-, -lieve, gram-, min-, breath, reg-, -ord, spec-, image, -pare, popul-, -pose, cas-, pecu-, Letter /c/ and letter string words with the /s/ sound spelt sc (Latin in origin) The extra /u/ Double consonants Prefix pro-, ad-, ap-, ar-, con-, com- Suffixes: -ar, -er Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) Additional morphemes: libr-, land-, -oft, -mater, fruit <p>Word List: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.</p>	<ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Words ending in -cial, -tial, Words ending in -ance, -ancy Words ending in -ent, -ence Words ending in -able, where the /e/ from the root word remains Adverbs of time, possibility and frequency Silent first letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words with the /i:/ sound spelt ei after c The /ough/ letter string Adding suffixes beginning with vowel letters to words ending in –fer Homophones and near homophones Hyphenated words 	<ul style="list-style-type: none"> Words with the short vowel sound /i/ spelt ‘y’ Words with the long vowel sound /igh/ spelt ‘y’ Prefix over-, dis-, un-, im- Suffix -ful, -ably, -ible, -ibly, -ent, -ence, -er, -or, -ar Words that can be nouns and verbs Words with an /oa/ sound spelt ‘ou’ or ‘ow’ Words with a soft ‘c’ spelt ‘ce’ Words with an ‘f’ sound spelt ‘ph’ Words with origins in other countries and languages Words with unstressed vowel sounds Words with ‘cial’ /shul/ sound after a vowel Words beginning with ‘acc’ Word List: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.