



English Core Knowledge/skills Organiser (Sticky learning – Writing)

	Reception	Year 1	Year 2	Lower KS2	Upper KS2
Structure	Retell a story with a beginning, middle and end.	Write simple sentences to form a narrative. Write speech bubbles.	Expanding openings and endings.	Secure use of planners. Past tense - correct use of verbs.	Independent planning. Simple and complex sentences.
Construction	Say a sentence. Write and read back a sentence.	Write at least five sentences. Know the basic format of a letter.	Write at least ten sentences with varied structure.	Write sentences of three parts. Write at least three paragraphs.	To use headings, sub-headings and bullet points. To write at least five paragraphs.
Language	Speak in Standard English	Use conjunctions and adjectives.	Speak using plurals and noun phrases.	Use subordinating conjunctions since, while, when, who, which. To know and use alliteration and modal verbs.	To know and use powerful technical vocabulary, To use subject and verb agreement
Punctuation	Full stop and capital letter	Use a question mark and exclamation mark. Use capital letters and full stops consistently.	To know how to use commas in a list. To use ! and ?	Commas, colons, apostrophes for possession. To know when to use brackets, ellipsis and dashes.	Use hyphens Semi-colons and colons used instead of conjunctions.
Presentation	Finger spaces	Writing on the lines, left to right.	Underlining titles. Layout a set of instructions.	To use paragraphs, subheadings	Be able to build cohesion across paragraphs
Speaking and Listening	Speak in standard English Holding a sentence	Hold three sentences. To ask a question.	Expressive voice. Recite a short poem.	Give emphasis when speaking Present own work confidently	Perform own compositions using prosody
Spelling and Handwriting	Correct letter formation and Segmenting sounds in words.	All letters formed correctly, orientation and size To spell words using known phonemes.	Use common joins in handwriting. To spell words with suffixes	Spell year 3/4 words. Handwriting is joined.	Handwriting is joined, legible and fluent. Spell year 5/6 words.

Skills and Knowledge Progression

	EYFS	Year 1	Year 2	Year 3/4	Year 4	Year 5	Year 6
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Writing Composition

<p>Retell a familiar story.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Say a sentence aloud before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Discuss what they have written.</p> <p>Read aloud what they have written.</p>	<p>Plan or saying out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary ·</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ·</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Compose and rehearsing sentences orally</p> <p>Use increasingly varied vocabulary and an increasing range of sentence structures E.g.</p> <p>Organise paragraphs around a theme · in narratives, creating settings, characters and plot ·</p> <p>Use organisational devices (for examples headings and sub-headings)</p> <p>Edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class</p> <p>Use intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Composing and rehearsing sentences orally</p> <p>Use increasingly varied vocabulary and an increasing range of sentence structures· EG</p> <p>Organising paragraphs around a theme in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Consistent and correct use of tense throughout a piece of writing</p> <p>Correct subject and verb agreement when using singular and plural,</p>	<p>Consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>Draft and write by: · selecting appropriate grammar and vocabulary,</p> <p>Understand how such choices can change and enhance meaning</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages</p> <p>Build cohesion within and across paragraphs</p> <p>Use organisational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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Writing - Transcription	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell words: -Containing each of the 40+ phonemes already taught · -common exception words -the days of the week.</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: · Use the spelling rule for adding –s or –es as the plural Use -ing, -ed, -er, ---est for simple word changes</p> <p>Write from memory simple sentences using graphemes taught.</p>	<p>Spell words: with new ways of spelling phonemes</p> <p>a few common homophones</p> <p>common exception words ·</p> <p>learning to spell more words with contracted forms · learning the possessive apostrophe (singular) [for example, the girl’s book] ·</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, e. g. – ment , –ness , – f ul, –less , –ly</p> <p>Write from memory simple sentences using graphemes taught.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p>
Grammar, Punctuation and	<p>Start to leave spaces between words.</p> <p>Become aware of the term full stop and capital letter.</p>	<p>Leave spaces between words</p> <p>Join words and joining clauses using ‘and’;</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people,</p>	<p>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use noun phrases</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Use the present perfect form of verbs to mark relationships of time and cause</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list ° punctuating bullet points consistently indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Use a colon to introduce a list.</p>

		places, the days of the week, and the personal pronoun 'I'	Use present and past tenses correctly and consistently including the progressive form.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ° Using conjunctions, adverbs and prepositions to express time and cause. Begin to use punctuation around direct speech.	Consistently use punctuation around direct speech.	Punctuate with bullet points.
Handwriting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases To know how to form most letters correctly.	Sit correctly and hold pencil 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' (i.e. letters that are formed in similar ways) and to practise these	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 left unjoined. 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	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; Show that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch	To make sure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters	To know how to write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task

Vocabulary	Space, full stop, capital letter	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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