

# We speak the language of Writing

## Progression in Writing from EYFS to Year 6

### EYFS – Little Wrens

#### Learning Area

#### Engaging with stories

At Little Wrens, our literacy program is a tapestry of experiences designed to bring stories to life for children, teaching them to retell familiar tales with confidence and joy. We begin by cultivating a love for reading, where children are encouraged to listen, engage, and ask questions about the stories shared with them. Through weekly story sessions and daily reading routines that are integrated with our phonics curriculum, children develop an appreciation for narrative structure, character, and setting. Interactive story stations and book club sessions further enrich their learning experience. As children progress, they learn to participate in storytelling, using vocabulary and concepts from the stories they've heard. By the final milestone, children are not just passive listeners but active storytellers, selecting their favorite stories to retell and discuss, demonstrating their understanding of the story's elements and the ability to link narrative to pictures.

#### Milestone I

- I am interested and can sit and listen to a story read by an adult.

#### Milestone II

- I am beginning to respond to books and stories with some repeated refrains.

#### Milestone III

- I know and join in with favourite phrases from books.
- I know about the concepts of print.

#### Final Milestone

- To choose a familiar story and talk about what is happening in the pictures.



#### Helping hands

- Weekly story (read daily) – linked to Phonics curriculum
- Interest or quality fiction based texts linked to theme used for daily story-time – displayed on reading wall.
- Use Story vote station daily
- Have enticing and well-resourced story baskets with quality texts, puppets and props.
- Book club sessions
- Small world setup linking to texts.
- Ask questions and use vocabulary linked to own experiences.
- Introduce concepts of print – i.e. holding the book the correct way and turning the pages.

- Use vocabulary linked to the stories.
- Use puppets/props /story sacks – model in small groups then leave in continuous provision.
- Introduce Helicopter stories and model how we tell them
- Use Drawing Club to respond to stories

- Adults to ask appropriate questions about the story: Characters, setting, plot, structure.
- Share and discuss non-fiction books linked to the main text or interest.
- Consolidate understanding of concepts of print – i.e. holding the book the correct way and turning the pages.
- Tell and perform Helicopter Stories



#### Engaging with stories

## Learning Area

### Physical Development: Handling

At Little Wrens, we empower children to hold and use basic tools effectively, laying the foundation for a lifetime of practical skills and creativity. Our program starts with the basics of hand-eye coordination, where children explore a variety of tools, from brushes to pencils, and make marks to express their ideas. As they grow, they are introduced to more complex tasks such as cutting with scissors and threading, always with an emphasis on safety and correct technique. Adults model and provide a vocabulary for discussing the tools, ensuring that children understand their uses and can employ them correctly. By the final milestone, our children can comfortably grip a range of tools, write most letters from their name accurately, and cut with scissors, showcasing their readiness for the next stages of their educational journey.

### Milestone I

- To use hand-eye coordination to explore and manipulate tools and resources.
- To make random marks with a range of tools – brushes and pencils.

### Milestone II

- Make more controlled movements with mark-making tools such as lines and circles.
- Hold scissors and open and close them.

### Milestone III

- Develop pincer grip
- Form some letters from their name with support.
- Use scissors and attempt to cut paper.

### Final Milestone

- To hold and use a range of tools with a comfortable grip.
- To write most letters from their name accurately.
- Snip with scissors.



## Helping hands

- Adults model how to use tools correctly and safely using vocabulary to discuss and explain.
- Include in weekly planning: Dough Disco, Playdough, Squiggle, 'Funky Fingers'
- Make marks on name cards.
- Model using ball tweezers.
- 'Draw yourself' termly to show progress.

- Encourage tweezer work and provide opportunities to pick up small objects such as pea gravel, 'jewels', etc.
- Use name cards to trace over daily.
- Threading and peg activities.
- Use a range of mark-making resources for free use in the mark-making area.
- Model holding scissors correctly (hand over hand) – offer a range of scissor types
- Encourage writing for a range of purposes – cards, lists, envelopes.
- Have a wide range of stationary for free use.

- See resources for first and second milestone.
- Use the language of up, down, side to side to teach directionality
- Reduce help with scissor work.
- Use name cards to copy name – reduce as needed.



### Physical Development Handling

## Learning Area

### Communication

At Little Wrens, our ethos is to cultivate effective communication as a cornerstone of early education. We begin by nurturing the ability to share and shift attention, introducing children to simple sentence structures and key vocabulary through daily interactions and play. As they grow, children learn to follow instructions, engage in conversations, and understand the 'why' of their inquiries, laying the groundwork for thoughtful communication. Our environment is rich with opportunities for expressing feelings and for storytelling, which encourages children to talk about their families and personal experiences, fostering empathy and a deeper understanding of the world around them. By the final milestone, children are adept at holding conversations, understanding complex instructions, and listening attentively, ensuring they have a strong linguistic foundation to build upon in their future learning journeys.

### Milestone I

- I am beginning to share toys I can shift my attention by using my name.
- I can use a simple sentence.

### Milestone II

- I am beginning to follow instructions with 2 parts.
- I understand 'why' questions with support.
- I can start a conversation.
- I can listen to a story and understand what is happening.

### Milestone III

- I can talk about my favourite things and what I do with my family.
- I can listen to what other people have to say and respond to them.
- I can take on a role in play and continue a narrative.

### Final Milestone

- I can hold a conversation.
- I can understand multiple part instructions.
- I can maintain attention, listen and sit quietly.



## Helping hands

- Take part in daily group time and circle games
- Talk about friends and what makes a good one.
- To help with simple jobs in Nursery. (Tidy up time, Snack)
- Adults to introduce key vocabulary.
- Adults to ensure 'thinking time' is given to children and be sensitive to children who need more of this.
- WellComm screening to be made termly and activities carried out where understanding is

- Use vocabulary during Circle time to talk about our learning in Nursery and activities available.
- Display a Family wall with pictures of their own family members and talk about immediate family members and home life.
- Encourage talk about feelings, how we are able to express them and how others feel at different times.

- Adults to model language and conversation skills at every opportunity.
- Adults to model effective talking and listening behaviours through Check in and Circle time
- Adults model language that promotes children's positive thinking and attitude to differences.
- Children to be exposed to a variety of vocabulary rich books and texts throughout the year.



## Communication

## Learning Area

### Literacy & language

At Little Wrens, we cultivate a love for language through a carefully crafted program that tunes children into the rhythm and melody of words. By engaging them in the joyful world of rhymes and songs, we set the foundation for literacy. Starting with simple listening and participation, children gradually progress to anticipating and acting out missing words, enhancing their auditory discrimination and memory. Our approach integrates movement with phonics, allowing children to physically embody the sounds they hear. This multisensory method not only makes learning more enjoyable but also solidifies the neural connections necessary for reading. By the program's conclusion, children are expected to confidently recite rhymes and blend sounds, equipping them with the oral and auditory skills that are crucial precursors to fluent reading and clear articulation.

### Milestone I

- To sit, listen and begin to join in with rhymes and songs.

### Milestone II

- To be able to join in with rhymes.
- Learn the actions and begin to anticipate the missing word.

### Milestone III

- To be able to join in with confidence to nursery rhymes.
- To use actions.
- Oral blend sounds into words

### Final Milestone

- To recite 6 or more familiar nursery rhymes in a small group.
- To be able to orally blend.



## Helping hands

- Focus Rhymes / song shared each week
- Adults to model and teach actions for songs.
- Use traditional rhymes, action songs and interest related songs.
- Focus on circle songs during the daily mile routine.

- Organise and sing daily ring games (outside)
- Adults to model and use actions for songs / rhymes appropriately throughout the session.
- Adults to model orally segmenting words.
- Adults to deliberately miss out a word in a rhyme so that the children have to fill it in.

- Introduce the 7 aspects of Phase 1 phonics.
- Adults to systematically deliver phase 1 phonics activities
- Link sounds to children's names.
- Repetition of rhymes with small groups.
- Model blending during routines i.e. 'c-oo-t'.



Literacy and language

## EYFS – Reception Robins

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Helicopter Stories, The Poetry Basket EYFS productions, assemblies</p> <p><b>STORY TIME</b> <b>DRAWING CLUB</b></p>	<p>Welcome to EYFS Make friends Talk about experiences that are familiar to them</p>	<p>Tell me a story! Develop vocabulary Narrate and perform Follow instructions Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary.</p>	<p>Tell me why! Use language with accuracy Ask how and why questions Describe events in some detail. Listen to and talk about stories to build familiarity and understanding</p>	<p>Talk it through! Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story</p>	<p>What happened? Discuss what is happening in story illustrations and relate it to their own lives</p>	<p>Time to share! Describe and discuss books demonstrating their knowledge of the world</p>



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
WRITING	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Something'</b></p> <p>Losing story sentences</p> <p>Pen Disco pre-writing patterns   - 0 + \ / x (zigzag)</p> <p>Dominant hand, tripod grip, mark making,</p> <p>Emergent writing</p> <p>Write some or all of own name</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Star in a Jar'</b></p> <p>Finding story sentences</p> <p>Pen Disco pre-writing patterns   - 0 + \ / x (zigzag) intro spirals and loops</p> <p>Use effective pencil grip</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Application of phonics taught so far</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Saving Mr Hoot'</b></p> <p>Narrative sentences</p> <p>Pen Disco Letter families on lined paper</p> <p>Application of phonics taught so far</p> <p>Recognition of Helpful word work (shared reading)</p> <p>Use known sound - letter correspondences (Linked to Floppy's Phonics stage)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'Little Red'</b></p> <p>Traditional tale sentences and instruction sentences.</p> <p>Pen Disco Letter families on lined paper</p> <p>Application of phonics taught so far</p> <p>Helpful word work (shared reading)</p> <p>Use known sound - letter correspondences (Linked to Floppy's Phonics stage)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Extraordinary Gardener'</b></p> <p>Instruction sentences</p> <p>Lower case letter formation practise Pen Disco on lined paper</p> <p>Use known sound - letter correspondences</p> <p>Full stops and capital letters awareness</p> <p>Helpful word work (shared reading)</p>	<p><b>Texts as a Stimulus:</b></p> <p><b>'The Storm Whale'</b></p> <p>Sea creature fact sentences</p> <p>Lower case letter formation practise Pen Disco on lined paper</p> <p>Use known sound - letter correspondences</p> <p>Full stops and capital letters awareness</p> <p>Re-read writing to check it makes sense</p> <p>Helpful word work</p>

READ TO WRITE  
USED ACROSS THE YEAR



# RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	Manipulate objects with good fine motor skills - Mini sand station, Cutting station, differentiated mark making tools and scissors Weekly funky finger activity to develop strength Core body strength (have good control of their trunk and be able to reach forward in a controlled way) Postural control (maintain own balance without using their hands) Shoulder girdle (control, strength, stamina and flexibility to grasp and manipulate objects) Joint pivots (coordinating shoulder, elbow, wrist movements to move the hand in different directions) Hand-eye coordination (guide, direct and control hand movements across a page as they make marks) Spatial awareness (control of sizing and spacing) Proprioceptor control (body awareness to detect and control force and pressure) Visual-motor integration (master copying pre-writing shapes and patterns)					
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Pen Disco pre-writing patterns   - 0 + \ / x (zigzag)  Funky Finger Assessment Pen Grip Assessment Cutting Assessment	Pen Disco pre-writing patterns   - 0 + \ / x (zigzag) Intro spirals and loops  Introduction to letter writing families	Pen Disco Letter families on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Develop muscle tone to put pencil pressure on paper	Pen Disco Letter families on lined paper Form lower case letter shapes Develop an effective grip Use effective amount of pressure on paper	Lower case letter formation practise Pen Disco on lined paper Funky Finger Assessment Pen Grip Assessment Cutting Assessment Refine shape and size of letters	Lower case letter formation practise Pen Disco on lined paper Form lower case letter shapes correctly Begin to form Upper case letters Use an effective grip Use effective amount of pressure on paper
GROSS MOTOR	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball					
FUNKY FINGER ACTIVITIES PEN DISCO						

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## Composition

<ul style="list-style-type: none"> <li>⊕ Draw upon what they have read</li> <li>⊕ Orally rehearse most sentences before writing them</li> <li>⊕ Sequence sentences to form short narratives</li> <li>⊕ Read their writing aloud clearly enough</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Plan and say out loud what they will write about</li> <li>⊕ Write poetry and write for different purposes</li> <li>⊕ Write ideas and key words including vocabulary</li> <li>⊕ Encapsulate what they want to say sentence by sentence to aid coherence</li> <li>⊕ Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>⊕ Write about real events, recording these simply and clearly</li> <li>⊕ Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Write narratives, describing setting and characters within a storyline or plot</li> <li>⊕ Use paragraphing to group related material, focusing on a theme or topic</li> <li>⊕ In non-narrative, use simple organisational devices (heading and subheadings)</li> <li>⊕ Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play.')</li> <li>⊕ Extend sentences using a wider range of conjunctions other than those stated in the working towards standard</li> </ul>	<ul style="list-style-type: none"> <li>⊕ In narratives, create increasingly effective settings, characters and plot</li> <li>⊕ In non-narrative work, use organisational devices such as headings and sub headings with increasing effect</li> <li>⊕ Draw upon material read</li> <li>⊕ Write in a range of genre forms</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Identify the audience for and purpose of the writing</li> <li>⊕ Plan their writing by: Noting and developing initial ideas drawing on reading</li> <li>⊕ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>⊕ Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>⊕ In narratives,</li> </ul>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Draw upon material read Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Distinguish between the language of formal and informal speech</p> <p>Perform their own compositions, using appropriate intonation,</p>
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			<ul style="list-style-type: none"> <li>⊕ Express time, place and cause using conjunctions (e.g. before, after, while), adverbs (e.g. soon, therefore) and prepositions (e.g. before, after, during, because of)</li> <li>⊕ Understand and use specific year 3 terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks)</li> <li>⊕ Draw upon material read</li> <li>⊕ Use, when appropriate, figurative language included metaphors and similes</li> </ul>		<ul style="list-style-type: none"> <li>describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action</li> <li>⊕ Précising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>⊕ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>volume and movement so that meaning is clear</li> </ul>
<b>Grammar and Punctuation</b>						
	<ul style="list-style-type: none"> <li>⊕ Join words together to make a coherent sentence</li> <li>⊕ Leave spaces between words</li> <li>⊕ Join words and clauses using and</li> <li>⊕ Can separate words in writing using spaces most of the time</li> <li>⊕ Use capital letters for names of people, some places, some days of the week and the</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required (with increasing accuracy)</li> <li>⊕ Use sentences with different forms: statement, question, exclamation, command</li> <li>⊕ Use some expanded noun phrases to describe and specify</li> <li>⊕ Use the singular apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Demarcate sentences with full stops, with occasional error</li> <li>⊕ Demarcate sentences with capital letters, with occasional error</li> <li>⊕ Use question marks and exclamation marks mostly correctly,</li> <li>⊕ Use apostrophes consistently to mark the possession of singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Consistently use paragraphs to structure writing, showing a change of time</li> <li>⊕ In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)</li> <li>⊕ Use a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use expanded noun phrases to convey complicated information</li> </ul>

	<p>personal pronoun I mostly correctly</p> <p>⊕ Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly;</p> <p>⊕ Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p>	<p>for possession</p> <p>⊕ Use commas in a list</p> <p>⊕ Use apostrophes for possession and contractions</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>⊕ Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)</p> <p>⊕ Understand and use specific Year 2 terminology (noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma).</p>	<p>⊕ Begin to use inverted commas to punctuate direct speech</p>	<p>punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns</p> <p>⊕ Use inverted commas to punctuate direct speech mostly correctly</p>		<p>concisely</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</p> <p>Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</p> <p>Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)</p>
<p><b>Handwriting</b></p>						

	<ul style="list-style-type: none"> <li>✦ Sit correctly at a table, holding the pencil comfortably and correctly</li> <li>✦ Form lower case letters in the right direction, starting and finishing in the right place</li> <li>✦ Form capital letters and digits 0 – 9 Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</li> </ul>	<ul style="list-style-type: none"> <li>✦ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>✦ Use spacing between words that reflects the size of the letter</li> </ul>	<ul style="list-style-type: none"> <li>✦ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders</li> </ul>	<ul style="list-style-type: none"> <li>✦ Form 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</li> </ul>	<p>Maintain legibility in joined handwriting when writing at speed</p>
<b>Evaluate and Edit</b>						
	<ul style="list-style-type: none"> <li>✦ Discuss what has been written with a teacher/other pupils</li> <li>✦ Re-read what they have written to check it makes sense</li> <li>✦ Change some errors with support and some independently</li> </ul>	<ul style="list-style-type: none"> <li>✦ Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils</li> <li>✦ Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>✦ Evaluate the effectiveness of their own and others’ writing</li> <li>✦ Identify some spelling and punctuation errors and make some changes to grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✦ Assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>✦ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>✦ Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>✦ Assessing the effectiveness of their own and others’ writing</li> <li>✦ Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>✦ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>✦ Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)</li> <li>✦ Distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>✦ Proof read for spelling and punctuation errors</li> </ul>	<p>Assessing the effectiveness of their own and others’ writing</p> <p>Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof read for spelling and punctuation errors</p>

					⊕ Use a thesaurus to select more focused language	
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