

Securing Foundational Skills in Writing – Curriculum Document

Year group	T1	T2	T3	T4	T5	T6
Nursery	<u>Core text suggestions:</u> The Three Little Pigs The Gingerbread Man Jack and the Beanstalk Lost and Found Dogger The Very Hungry Caterpillar <u>Writing:</u> - Attempt to make marks using different resources - Explain what has been drawn/written (scribbles/marks)		<u>Core text suggestions:</u> The Koala Who Could The Squirrels Who Squabbled Oi Frog! The Tiger Who Came For Tea Owl Babies The Storm Whale <u>Writing:</u> Explain what has been drawn/written with some recognizable features e.g. a circle for a face with two lines for arms		<u>Core text suggestions:</u> Elmer The Gruffalo Whatever Next! Aesop's fables <u>Writing:</u> - Attempt to write some letters from their name (lower case or capital) with support - Copy pre-writing shapes - Make marks to communicate ideas	
YR	<u>Core text suggestions:</u> The Three Little Pigs The Gingerbread Man Jack and the Beanstalk Lost and Found Dogger The Very Hungry Caterpillar <u>Oral composition and dictation:</u> - Orally rehearse a single word that will be written, before starting to make marks and write letters <u>Transcription:</u> - Write own name with some correct letter formation - Write or make marks independently to convey meaning for a range of purposes <u>Sentence construction:</u> - Write initial sounds in some words independently - Spell common exception word: I <u>Writing outcomes:</u> - Mark making - Name writing - Single letters		<u>Core text suggestions:</u> The Koala Who Could The Squirrels Who Squabbled Oi Frog! The Tiger Who Came For Tea Owl Babies The Storm Whale <u>Oral composition and dictation:</u> - Apply learnt phonic knowledge to write a dictated word or short phrase (2-3 words) <u>Transcription:</u> - Use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed - Form some letters correctly (linked to phonic learning) - Form numbers 0-5 correctly <u>Sentence construction:</u> - Write initial, medial and final sounds in a CVC word with support where needed - Begin to show an understanding of finger spaces - Spell some common exception words (e.g. the, I) - Use a sentence stem to write a simple sentence (e.g. I can...)		<u>Core text suggestions:</u> Elmer The Gruffalo Whatever Next! Aesop's fables <u>Oral composition and dictation:</u> - Orally rehearse a simple sentence (including a sentence stem) before writing e.g. I can jump. - Apply learnt phonic knowledge to write a simple dictated sentence (3-4 words) <u>Transcription:</u> - Use the tripod pencil grip for writing in almost all cases - Form most letters correctly (link to phonic learning) - Begin to form numbers 0-10 correctly - Consistently write their own name independently with all letters formed correctly <u>Sentence construction:</u> - Write words that are phonetically plausible when writing independently and in guided teaching sessions - Use finger spaces with some consistency when writing a sentence independently - Spell and apply a range of common exception words in a sentence (e.g. I, the, to, go, no)	

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	Initial sounds	<u>Writing outcomes:</u> - Single words (CVC/CVCC) - Simple sentences using sentence stems (I can..., It is a...)	- Begin to show an awareness of capital letters and full stops, but not used in writing consistently - Understand that a capital letter is used for the word I and at the beginning of a sentence - Re-read a simple sentence that they have written_ <u>Writing outcomes:</u> - Longer words (ELS Phase 4) - Simple sentences and phrases
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Y1	<u>Core text suggestions:</u> The Three Little Pigs The Gingerbread Man Jack and the Beanstalk Lost and Found Dogger The Very Hungry Caterpillar <u>Oral composition and dictation:</u> - Orally compose a short sequence of sentences to describe an event before writing (using the correct tense with support) - Retell and innovate stories and narratives orally using recently learnt vocabulary and story structure - Express ideas in full sentences prior to writing, using past and future tenses with support - Write a dictated sentence, applying Y1 Phonic knowledge (4-5 words) <u>Transcription:</u> - Consistently use the tripod grip for writing - Begin to use a ligature/lead out for some letters (in preparation for joining) - Begin to write forename and surname with capital letters - Form numbers 0-9, starting in the correct place and correctly oriented <u>Sentence construction:</u> - Begin to use conjunction 'and' to extend written sentences - Write simple questions - Write simple sentences confidently (grammatically correct – simple noun and verb) - Begin to add the suffix -ed when writing in the past tense (e.g. I jumped on the log) - Spell some Y1 common exception words with support <u>Writing outcomes:</u> - Longer sentences, including the use of 'and' - Questions	<u>Core text suggestions:</u> The Koala Who Could The Squirrels Who Squabbled Oi Frog! The Tiger Who Came For Tea Owl Babies The Storm Whale <u>Oral composition and dictation:</u> - Orally compose a short sequence of sentences (independently) to describe an event, using the correct tense - Express ideas and feelings in detail prior to writing, using more complex language or sentence structure (e.g. using 'because' to extend sentences) - Speak in a short sequence of sentences prior to writing, using the correct tense - Orally compose with a peer, sharing ideas before writing - Write a dictated sentence applying Y1 phonic knowledge (5-8 words) <u>Transcription:</u> - Use ligatures/lead outs for most letters (in preparation for joining) - Begin to write full name with capital letters used accurately - Form numbers 0-20 correctly – starting in the correct place, correctly ordered and orientated - Begin to form numbers 0-100 <u>Sentence construction:</u> - Spacing between words is mostly accurate - Capital letter and full stops used to mark most sentences with support - Begin to add the suffix -ing to write in the present progressive tense (e.g. I am jumping with my friends) - Spell most Year 1 common exception words with some support when needed <u>Writing outcomes:</u> - More complex sentences, including capital letters and full stops - Sentences in the present progressive tense	<u>Core text suggestions:</u> Elmer The Gruffalo Whatever Next! Aesop's fables <u>Oral composition and dictation:</u> - Use tense correctly (simple past and present) when retelling a story or describing an event in detail - Orally compose a sequence of sentences which can be written (or scribed where outside of their phonic knowledge) - Apply taught vocabulary accurately when composing sentences orally and when storytelling - Write a more complex dictated sentence applying Year 1 phonic knowledge (8-10 words) - Apply knowledge of punctuation (finger spaces, capital letters and full stops) <u>Transcription:</u> - Form all lower-case letters correctly with a ligature and lead out in preparation for joining (correct orientation, size, ascenders, descenders etc) - Form all capital letters correctly - Write full name with correct formation and accurate use of capital letters - Form all numbers to 100 correctly, starting in the correct place - Begin to form question marks and exclamation marks correctly <u>Sentence construction:</u> - Use consistent spacing between words - Punctuate simple sentences with capital letters, full stops, question marks or exclamation marks (when appropriate) - Write a series of sentences to form a short narrative - Apply all Reception and Year 1 GPCs in writing mostly accurately - Begin to add the suffixes -er and -est to spell many words correctly - Spell most Y1 common exception words mostly accurately <u>Writing outcomes:</u> - Sentences including question marks and exclamation marks - Sequencing sentences to form a short narrative
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Y2	<u>Core text suggestions:</u> How to Train Your Dragon The Land of Roar The BFG <u>Oral composition and dictation:</u> - Orally compose a short sequence of sentences to describe an event or part of a story, using past or present tense accurately - Retell familiar stories orally, using taught story language and structure - Express ideas clearly in full sentences prior to writing - Orally rehearse sentences before writing, independently or with a partner - Write a dictated sentence applying Year 2 phonics and spelling knowledge (6–8 words) <u>Transcription:</u> - Hold and use a comfortable, efficient tripod grip automatically - Begin to join letters correctly in familiar words - Form all lower-case and capital letters accurately and consistently - Write full name accurately using capital letters correctly - Form numbers 0–100 correctly and consistently <u>Sentence construction:</u> - Write simple sentences that are grammatically correct and clear - Use capital letters and full stops accurately in most sentences - Use ‘and’ and ‘because’ to extend sentences - Write sentences in the correct tense (past or present) - Spell some Year 2 common exception words with support <u>Writing outcomes:</u> - Sentences that are grammatically correct, clearly punctuated and in a range of tenses. - Sequencing sentences to form a short narrative or explanation.	<u>Core text suggestions:</u> The Wild Robot The Lion, The Witch and the Wardrobe Sinbad the Sailor <u>Oral composition and dictation:</u> - Orally compose a sequence of connected sentences to plan a short piece of writing - Retell and adapt stories orally, using taught vocabulary accurately - Use consistent tense when speaking in longer responses - Rehearse sentences orally, checking they make sense before writing - Write a dictated sentence applying Year 2 phonics and spelling knowledge (8–10 words) <u>Transcription:</u> - Use joined handwriting for most letters, with clear direction and size - Maintain consistent letter formation, spacing and orientation - Write capital letters and digits fluently and accurately - Begin to use question marks and exclamation marks with correct formation <u>Sentence construction:</u> - Use accurate spacing consistently between words - Punctuate sentences with capital letters, full stops, question marks or exclamation marks, mostly accurately - Use present and past tense consistently within a piece of writing - Begin to use expanded noun phrases (e.g. the big red dragon) - Spell many Year 2 common exception words accurately <u>Writing outcomes:</u> - Sequencing sentences to form longer narratives, recounts or explanations - Setting or character descriptions using adjectives	<u>Core text suggestions:</u> Nim’s Island The Big Book of the Blue Fantastic Mr Fox <u>Oral composition and dictation:</u> - Orally compose and rehearse a short, coherent sequence of sentences that can be written independently - Use appropriate tense consistently when retelling or composing orally - Select and apply taught vocabulary deliberately when speaking and composing - Orally evaluate sentences (does it make sense?) before writing - Write a longer dictated sentence applying Year 2 phonics, spelling and punctuation (10–12 words) <u>Transcription:</u> - Use joined handwriting consistently, with clear ascenders and descenders - Maintain accurate letter size, spacing and alignment - Write confidently and legibly at an appropriate speed - Form and use question marks and exclamation marks correctly <u>Sentence construction:</u> - Write a series of linked sentences to form a short narrative or recount - Punctuate sentences accurately, including commas in a list - Use present and past tense consistently throughout a piece - Use expanded noun phrases to add detail - Apply Reception, Year 1 and Year 2 GPCs accurately in writing - Spell most Year 2 common exception words accurately <u>Writing outcomes:</u> - Sequencing sentences to form longer narratives, recounts or explanations with consistently accurate punctuation and tense - Setting or character descriptions using expanded noun phrases
Y3	<u>Core text suggestions:</u> How to Train Your Dragon The Land of Roar The BFG <u>Oral composition and dictation:</u> - Orally compose and rehearse a short sequence of sentences linked to a familiar text or experience - Retell stories orally, maintaining correct tense and basic narrative structure - Use conjunctions (and, but, because) when speaking to extend ideas - Plan ideas orally before writing, sentence by sentence - Write a dictated sentence applying taught spelling and punctuation (10–	<u>Core text suggestions:</u> The Wild Robot The Lion, The Witch and the Wardrobe Sinbad the Sailor <u>Oral composition and dictation:</u> - Orally compose a sequence of connected sentences to plan a short piece of writing - Use conjunctions and adverbials (when, then, after) when speaking - Maintain consistent tense and viewpoint when retelling or composing orally - Rehearse sentences aloud, checking clarity and cohesion - Write a dictated sentence using taught spelling patterns and punctuation	<u>Core text suggestions:</u> Nim’s Island The Big Book of the Blue Fantastic Mr Fox <u>Oral composition and dictation:</u> - Orally plan and rehearse a short piece of writing, adapting language for the task - Use a range of conjunctions and adverbials when speaking - Sustain talk to develop ideas prior to writing - Evaluate oral sentences for sense and clarity - Write a longer dictated sentence using taught spelling, grammar and

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	12 words) <u>Transcription:</u> • Use joined handwriting consistently, forming letters correctly and fluently • Maintain consistent size and spacing between letters and words • Write capital letters and digits accurately and consistently <u>Sentence construction:</u> • Write clear sentences that make sense independently • Use capital letters and full stops accurately throughout • Use conjunctions (and, but, because, so) to join clauses • Write in the past or present tense consistently • Spell some common Year 3 words accurately <u>Writing outcomes:</u> • Short narratives with a clear beginning and end • Short recounts written in the correct tense	(12–14 words) <u>Transcription:</u> • Write legibly at a steady pace using joined handwriting • Maintain accurate formation of ascenders and descenders • Use spacing between words consistently <u>Sentence construction:</u> • Write sentences with more than one clause • Begin to vary sentence openings • Use commas in a list accurately • Use past and present tense accurately, including simple progressive forms • Spell many Year 3 common exception words accurately <u>Writing outcomes:</u> • Developed narratives with sequenced events • Expanded descriptions of characters or settings	punctuation (14–16 words) <u>Transcription:</u> • Write fluently and legibly using joined handwriting throughout • Maintain consistency in size, spacing and alignment <u>Sentence construction:</u> • Write a coherent series of sentences to form a short text • Use conjunctions, adverbs and prepositions to express time and cause • Use commas after fronted adverbials with support • Spell most Year 3 common exception words accurately <u>Writing outcomes:</u> • Short narratives organised into clear sequences • Short explanations or recounts organised appropriately for purpose
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Y4	<u>Core text suggestions:</u> Magicalia Robin Hood Shackleton's Journey The Girl Who Lost a Leopard The Barnabus Project <u>Oral composition and dictation:</u> • Orally compose and rehearse a structured sequence of sentences for a specific purpose • Retell and adapt stories orally, using description and dialogue where appropriate • Use a wider range of conjunctions when speaking (because, although, when) • Plan writing orally using paragraph ideas • Write a dictated sentence using taught grammar and punctuation (16–18 words) <u>Transcription:</u> • Write legibly and fluently using joined handwriting • Maintain consistent spacing and parallel downstrokes • Form all letters and punctuation accurately <u>Sentence construction:</u> • Write sentences with a mixture of simple and compound structures • Use direct speech with correct punctuation with support • Use fronted adverbials with commas • Use past and present tense appropriately and consistently • Spell some common Year 4 words accurately <u>Writing outcomes:</u> • Narratives with clear paragraphing • Descriptive writing using expanded noun phrases	<u>Core text suggestions:</u> Holes Varjak Paw Howl's Moving Castle Northern Lights Letters from the Lighthouse <u>Oral composition and dictation:</u> • Orally rehearse sentences within paragraphs • Use descriptive language and precise vocabulary when speaking • Maintain control of tense, person and number when composing orally • Discuss and refine ideas before writing • Write a dictated sentence using taught spelling, grammar and punctuation (18–20 words) <u>Transcription:</u> • Write fluently at an appropriate speed • Maintain neat presentation across longer pieces <u>Sentence construction:</u> • Use a mixture of simple, compound and complex sentences • Use direct speech accurately • Use possessive apostrophes correctly (singular and plural) • Spell many Year 4 common exception words accurately <u>Writing outcomes:</u> • Structured narratives with dialogue • Clear explanations organised by paragraphs	<u>Core text suggestions:</u> Macbeth The Wizard of Oz Peter Pan Varmints <u>Oral composition and dictation:</u> • Orally plan, rehearse and adapt writing for audience and purpose • Use cohesive devices when speaking to link ideas • Sustain oral composition across several paragraphs • Write a longer dictated sentence accurately (20+ words) <u>Transcription:</u> • Write legibly, fluently and consistently • Maintain high standards of presentation throughout <u>Sentence construction:</u> • Organise writing into paragraphs around a theme • Use fronted adverbials, conjunctions and pronouns to link ideas • Use tense consistently throughout • Spell most Year 4 common exception words accurately <u>Writing outcomes:</u> • Cohesive narratives with clear paragraph structure • Information texts organised logically
Y5	<u>Core text suggestions:</u> Magicalia Robin Hood Shackleton's Journey The Girl Who Lost a Leopard The Barnabus Project	<u>Core text suggestions:</u> Holes Varjak Paw Howl's Moving Castle Northern Lights Letters from the Lighthouse	<u>Core text suggestions:</u> Macbeth The Wizard of Oz Peter Pan Varmints <u>Oral composition and dictation:</u>

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	<u>Oral composition and dictation:</u> - Orally plan and rehearse writing, shaping content for effect - Use ambitious vocabulary accurately when speaking - Maintain control of tense and person in extended oral composition - Write a dictated sentence including complex punctuation with support <u>Transcription:</u> - Write fluently with a personal, legible style - Maintain consistent presentation across extended writing <u>Sentence construction:</u> - Write sentences with relative clauses - Use modal verbs to indicate possibility - Use commas for clarity and parenthesis with support - Spell some Year 5 words accurately <u>Writing outcomes:</u> - Structured narratives with developed characters or settings - Balanced arguments or explanations	<u>Oral composition and dictation:</u> - Orally rehearse multi-paragraph texts - Adapt language and tone for audience and purpose - Evaluate oral composition before writing - Write a dictated sentence using taught grammatical structures accurately <u>Transcription:</u> - Maintain fluency and legibility across longer pieces <u>Sentence construction:</u> - Use a range of cohesive devices across sentences and paragraphs - Use brackets, dashes or commas for parenthesis - Use modal verbs and adverbials appropriately - Spell many Year 5 words accurately <u>Writing outcomes:</u> - Cohesive narratives written at length - Well-organised non-fiction texts	- Orally plan, draft and refine extended writing - Make deliberate grammatical choices when composing orally - Write securely structured dictated sentences <u>Transcription:</u> - Write confidently, fluently and legibly at length <u>Sentence construction:</u> - Use relative clauses and passive voice with support - Use expanded noun phrases to convey precise information - Spell most Year 5 words accurately <u>Writing outcomes:</u> - Extended narratives with sustained cohesion - Clear, formal non-fiction writing
Y6	<u>Core text suggestions:</u> Magicalia Robin Hood Shackleton's Journey The Girl Who Lost a Leopard The Barnabus Project <u>Oral composition and dictation:</u> - Orally rehearse writing with attention to effect, audience and purpose - Sustain oral composition using formal and informal registers appropriately - Write dictated sentences using advanced punctuation <u>Transcription:</u> - Maintain fluent, legible handwriting with a personal style <u>Sentence construction:</u> - Use passive voice deliberately - Use modal verbs and adverbials to indicate degrees of possibility - Use commas to clarify meaning - Spell some Year 6 words accurately <u>Writing outcomes:</u> - Structured narratives with deliberate stylistic choices - Formal writing matched to audience	<u>Core text suggestions:</u> Holes Varjak Paw Howl's Moving Castle Northern Lights Letters from the Lighthouse <u>Oral composition and dictation:</u> - Orally plan, rehearse and adapt extended writing independently - Discuss and refine grammatical choices orally - Write dictated sentences accurately and confidently <u>Transcription:</u> - Sustain legibility and speed across extended writing <u>Sentence construction:</u> - Use relative clauses and varied sentence structures confidently - Use colons, semi-colons and dashes with support - Spell many Year 6 words accurately <u>Writing outcomes:</u> - Cohesive writing sustained across whole pieces - Confident use of formal and informal tone	<u>Core text suggestions:</u> Macbeth The Wizard of Oz Peter Pan Varmints <u>Oral composition and dictation:</u> - Orally plan, draft, rehearse and evaluate extended writing - Demonstrate control of language, grammar and vocabulary when speaking - Compose confidently across a range of forms <u>Transcription:</u> - Write fluently, legibly and efficiently with a mature personal style <u>Sentence construction:</u> - Use a full range of grammatical structures deliberately - Use punctuation accurately to enhance meaning - Spell the vast majority of words correctly <u>Writing outcomes:</u> - Extended, cohesive writing across a range of genres - Writing that is clearly structured, accurate and controlled throughout