


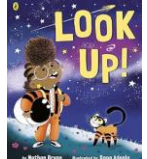

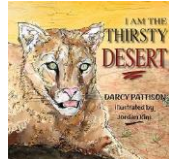


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1						
	<ul style="list-style-type: none"> -Use capital letters -Use full stops -Sequence linked sentences -Use capital letters and full stops -Use present tense to recount 	<ul style="list-style-type: none"> -Use capital letters and full stops -Use and as a coordinating conjunction (Y1 use and to list or go straight into coordination) -Use noun phrases to describe (inc. commas in list Y2) -Use present tense Use and/but as coordinating conjunctions 	<ul style="list-style-type: none"> -Use and/but as a coordinating conjunction -Use exclamation marks -Use noun phrases to describe (inc. commas in list Y2) -Use exclamation marks -Use because to join clauses 	<ul style="list-style-type: none"> -Use and/so as a coordinating conjunction -Use when to join clauses (Y1: and) -Use question marks -Use when to join clauses -Use question marks 	<ul style="list-style-type: none"> -Use past tense verbs -Use if to join clauses (Y1: and) -Capital letters for proper nouns -Apply when/because/if to write complex sentences (Y1: and/because) -Use suffixes -ly/-est words to describe 	<ul style="list-style-type: none"> -Capital letters for proper nouns -Apply a range of compound and complex sentences -Demarcate sentences appropriately e.g. f/s, exclamation, question -Use imperative verbs -Use appropriate word choices e.g. -ly/-ing/-est
LKS2					 <p>Pyramids of Egypt</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> -Use inverted commas for dialogue with additional punctuation -Use expanded noun phrases with adverbs using commas to list -Use compound sentences but/and/so -Use although, even though for subordination -Use adverbs of time, manner and place 	<ul style="list-style-type: none"> - Use inverted commas for dialogue with additional punctuation - Use fronted adverbials for manner with commas - Use progressive verb form - Use when/if for subordination - Use fronted adverbials for time with commas 	<ul style="list-style-type: none"> - Use fronted adverbials for place with commas (prepositional phrases) - Use inverted commas for dialogue with additional punctuation - Use noun phrases expanded with prepositions - Use although/even though in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must have a subject and a verb. - Use noun phrases expanded with modifying adverbs 	<ul style="list-style-type: none"> - Use apostrophes for singular possession - Use inverted commas for dialogue with additional punctuation - Use variety of pronouns as a cohesive device within a paragraph - Use whilst/while in a subordinate clause at the start of the sentence with a comma (complex sentence). Clauses must have a subject and a verb - Use apostrophes for contractions 	<ul style="list-style-type: none"> - Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb. - Use present perfect tense (in dialogue) <i>e.g</i> “<i>I have been to look but ...</i>” “<i>there has been no sight of ...</i>” - Use a subordinating conjunction to write a complex sentence Use whilst/while as a subordinating conjunction - Use perfect tense - Use variety of pronouns as a cohesive device within a paragraph 	<ul style="list-style-type: none"> - Use conjunctions, prepositions or adverbs to add detail to a sentence. Clauses must have a subject and a verb. - Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb. - Use dialogue to build character (with correct punctuation) - Use fronted adverbials (manner) - Use perfect tense - Use perfect tense
UKS2		 Migrants				

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> -Expanded noun phrases with prepositions and adverbs -Use inverted commas in speech to build character -Use coordination and subordination in a sentence -Expanded noun phrases with prepositions and adverbs -Use commas for subordination 	<ul style="list-style-type: none"> -Use dialogue to advance the action -Use active and passive voice -Relative Clauses with commas - Use embedded clauses with commas -Use commas for subordination 	<ul style="list-style-type: none"> -Modal verbs -Embedded and relative clauses with commas -Expanded noun phrases with prepositions and adverbs -Parenthesis: dashes and brackets -Use a variety of verb tenses accurately, inc. Perfect tense and passive voice 	<ul style="list-style-type: none"> -Use dialogue to advance the action -Move the position of the subordinate clause using commas -Cohesive devices across paragraphs -Use cohesive devices within paragraphs -Colon to introduce list and semi colons to separate items (additional skill: hyphens to avoid ambiguity) 	<ul style="list-style-type: none"> -Parenthesis (commas) -Colon to intro list and Semi colons to separate items -Cohesive devices to link paragraphs -Colon to introduce list and semi colons to separate items -Relative/ embedded clauses 	<ul style="list-style-type: none"> -Verb tense variety inc. formal language structures -Apply and control a variety of sentence structures – commas for clauses -Colons, semi colons -Use cohesive devices within paragraphs Apply and control a variety of punctuation, e.g. “,(;:

Early Writing Development

In EYFS, children begin developing their writing skills through engaging activities in the *Drawing Club*.

Key Stage 1

This foundation is strengthened using the **Talk for Writing** approach, which helps pupils build confidence and structure in their writing.

Key Stage 2

To develop proficient and independent writers, we use the **Wiltshire Writing Project** approach.

Grammar in Context

Grammar skills are taught within meaningful writing experiences. Skills highlighted in **green** represent those learned through fiction writing, while skills in **blue** show those developed in non-narrative units.