



Progression of Skills in Writing at MPS

30-50 MONTHS

40-60 MONTHS

EARLY LEARNING GOALS



Intent

At Mickleover Primary School we want to equip children with writing skills for life, so that they are creative, confident and writers of the future. As well as delivering and meeting the objectives of the National Curriculum we also want to foster a love of writing. By the end of Year Six we intend our children to have developed a confidence in writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling.

Our aims in writing are for pupils;

- To construct and convey meaning in written language matching style to audience and purpose.
- To write legibly in both joined and printed styles with increasing fluency and speed.
- To develop children who can use a range of spelling strategies.
- To provide children with a knowledge of and the ability to use the main conventions of written English.
- To foster in the children a positive attitude towards themselves as writers.

To write with a wide and varied vocabulary.

Implementation

At MPS writing skills are taught explicitly within whole class English lessons. These skills are also built on within other curriculum subjects such as science, history, geography and staff use every opportunity to develop and embed writing skills. The National Curriculum forms the basis of the coverage of skills but in addition we have adopted the schemes 'No Nonsense Grammar' and 'NN Spelling' to provide support for teaching grammar/spelling skills and to ensure progression across the key stages. In the Early Years and Year 1 spelling skills are taught and practised within our daily phonics lessons. We introduce pre-cursive handwriting in our Early Years Foundation Stage classes and this progresses to cursive in years one and two and fully cursive in key stage two. We use the spelling lists suggested for each year group in the National Curriculum appendix 1 and NNS. Children learn a set of spellings each week at home from Year 1-Year 6. Staff set targets for their pupils in writing to identify the next steps and to ensure progress.

Vocabulary features highly within English lessons at MPS. Children are exposed to a rich and varied vocabulary from the Early Years. As they progress through the key stages they are taught to make choices in their vocabulary and to consider the impact it has on their writing. At MPS there is a big focus on talk prior to writing. Children build up their vocabulary through role-play and discussion in order to prepare them for writing. Vocabulary is deepened through our text-based units that further promote skills such as character, development, plot and the writer's voice.

Writing is assessed using a Cold, Warm, Hot cycle of writing from year 1 upwards. Children are given the opportunity to write at length independently, proof read and edit in order to showcase their skills. Staff will complete a minimum of 3 cycles of CWH a term including pieces of cross curriculum writing. Each piece of writing within the cycle includes a clear success criteria which the children self-assess against from year 1 upwards. This is done using a traffic light system. In the Early Years Foundation Stage, staff assess children's writing from independent pieces done in small groups. They follow the Early Years Framework in order for children to meet the Early Learning Goals for Literacy by the end of the summer term. Staff mark writing in accordance with the school's marking policy. Verbal feedback is given within lessons to have direct impact. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. Our curriculum for writing aims to meet the needs of all learners. The excellent subject knowledge of all our staff allows teachers and teaching assistants to provide support for children within lessons and intervention outside of lessons.



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Impact

Through the delivery of our English curriculum at MPS, all children will have equal opportunity for becoming writers. Throughout the school year children will have writing conferences with their teachers in order to identify how to improve their writing. Pupils from disadvantaged backgrounds will have additional writing conferences during the year to ensure they are on track to achieve.

By the end of Year Six our children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Teachers believe that every child can achieve in writing and will expect high standards; children will achieve their potential for each year group. Children will leave our school confident writers equipped with the skills for secondary school and life beyond.

Progression of skills	EYFS Children can:	Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:	Year 5 Children can:	Year 6 Children can:
PHONICS & SPELLING RULES	Continue a rhyming string. Hear & say initial sounds of words. Segment sounds in simple words & blend them together. Link sounds to letters, naming & sounding letters of alphabet. Use their phonic knowledge to write words in ways which match their spoken sounds.	Know all letters of alphabet & sounds which they most commonly represent. Recognise consonant digraphs which have been taught & sounds they represent. Recognise vowel digraphs which have been taught & sounds they represent. Recognise words with adjacent consonants. Accurately spell most words containing the 40+ previously taught phonemes & GPCs. Spell some words in a phonically plausible way, even if sometimes incorrect.	Segment spoken words into phonemes & represent these with graphemes, spelling many correctly & making phonically plausible attempts at others. Recognise new ways of spelling phonemes for which one or more spellings are already known & to learn some words with each spelling, including some common homophones (bare/bear, blue/blew, night/knight) Apply further Y2 spelling rules & guidance to include:	Spell words with /ei/ sound, spelt ei, eigh, ey (vein, weigh, eight, neighbour, they, obey) Spell words with /ɪ/ sound spelt y in a position other than at end of word (mystery, gym) Spell words with /k/ sound spelt with a ch (scheme, chorus, chemist, echo, character) Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'(eg.league,	Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). Spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). Spell words with a /shuhn/	Spell words with endings that sound like /shuhs / spelt with cious (viscious, precious, conscious, delicious, malicious, suspicious) Spell words with endings that sound like /shuhs/ spelt with tious or ious (ambitious, cautious, fictitious, infectious, nutritious) Spell words with silent letters (doubt, island,	Spell words ending in able & ably (adorable, adorably, applicable, applicably, considerable, considerably, tolerable, tolerably) Spell words ending in ible & ibly (possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly) Spell words with long /e/ sound spelt ie or ei after c (deceive, conceive, receive, perceive, ceiling) &

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PHONICS & SPELLING RULES	<p>Apply Y1 spelling rules & guidance to include: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); 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 (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs:- 'ai' and 'oi'</p>	<p>the /dz/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p>	<p>tongue, antique, unique).</p> <p>Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words Ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>Spell words Ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, eg. intervention, injection, action hesitation, completion Spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician, politician, mathematician).</p> <p>Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>USE NO NONSENSE SPELLING PROGRAMME</p>	<p>lamb, solemn, thistle, knight)</p> <p>Spell words with letter string 'ough' (ought, bought, thought, nought, brought, fought, rough, tough, cough, enough, though, although, dough, through, thorough, borough, plough, bough)</p> <p>USE NO NONSENSE SPELLING PROGRAMME</p>	<p>exceptions (protein, caffeine, seize)</p> <p>Spell words with endings which sound like /shuhl/ after a vowel using cial (official, special, artificial) Spell words with endings which sound like /shuhl/ after a vowel using tial (partial, confidential, essential)</p> <p>USE NO NONSENSE SPELLING PROGRAMME</p>



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PHONICS & SPELLING RULES	<p>(e.g. rain, wait, train, point, soil); -'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); -'ee' (e.g. green, week); -'ea' (e.g. sea, dream); -'ea' (e.g. meant, bread); -'er' stressed sound (e.g. her, person); -'er' unstressed schwa sound (e.g. better, under); - 'ir' (eg girl, first, third); -'ur' (e.g. turn, church); -'oo' (e.g. food, soon); -'oo' (e.g. book, good); -'oa' (eg.road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); -'ow' (e.g. own, show); -'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); -'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl);</p>	<p>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).</p>	USE NO NONSENSE SPELLING PROGRAMME				
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PHONICS & SPELLING RULES		<p>- 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p> <p>USE LETTERS AND SOUNDS AS PROGRESSION SUPPORTED BY TWINKL PHONICS.</p>					
FURTHER SPELLING CONVENTIONS		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple</p>	<p>To spell some more complex homophones and near-homophones, including here /hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary /stationery.</p> <p>To use the first three or four letters of a word</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens</p>



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		to represent those phonemes	sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.	spelling in a dictionary.	knowledge to use a dictionary more efficiently.	to check spelling, meaning or both of these in a dictionary.	(e.g. co-ordinate, re- enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
LETTER FORMATION, PLACEMENT AND POSITIONING	LETTER FORMATION, PLACEMENT AND POSITIONING	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version	To write legibly, fluently and with increasing speed by:
							<ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.



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LETTER FORMATION, PLACEMENT AND POSITIONING

two fingers, no longer using whole-hand grasp.

To hold a pencil near point between first two fingers and thumb, and uses it with good control.

To copy some letters, e.g. letters from their name

To give meaning to marks they make as they draw, write and paint.

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

To show a preference for a dominant hand.

To begin to use anticlockwise movement and retrace vertical lines.

To begin to form recognisable letters.

To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

in similar ways) and to practise these.



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<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>							
<p>JOINING LETTERS</p>	<p>Children taught pre-cursive formation and use of finger spaces.</p>	<p>Children begin to join letters in the Spring Term and to apply pre-cursive formation.</p>	<p>Children begin to join letters and apply pre-cursive formation accurately, ensuring fingers spaces and letters are relative and consistent in size.</p>	<p>Join letters and decide which letters are best left un-joined. Make handwriting legible, ensuring down strokes of letters are parallel and letters are spaced appropriately.</p>	<p>Join letters and decide which letters are best left un-joined. Make handwriting legible, ensuring down strokes of letters are parallel and letters are spaced appropriately.</p>	<p>Write fluently and legibly and begin to write with a personal style.</p>	<p>Write fluently, cursorily and legibly with a personal style.</p>
<p>COMPOSITION: PLANNING, WRITING AND EDITING</p> <p>30-50 MONTHS 40-60 MONTHS</p>	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To write simple and coherent narratives about personal experiences and those of others (real and fictional).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and</p>



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<p>EARLY LEARNING GOALS</p>	<p>anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a</p>	<p>To sequence narratives to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that</p>	<p>their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of</p>	<p>presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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<p>storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>	<p>the ends of sentences are punctuated correctly).</p>
<p>AWARENESS OF AUDIENCE,</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure,</p>	<p>To 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</p>

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PURPOSE AND STRUCTURE	<p>vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To start to engage readers by using adjectives to describe.</p>	<p>reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To 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).</p>
SENTENCE CONSTRUCTION AND TENSE	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question,</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might,</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb</p>

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<p>and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>		<p>exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>subject/verb agreement.</p> <p>To use ‘a’ or ‘an’ correctly throughout a piece of writing.</p>	<p>verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p>	<p>etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>agreement when using singular and plural.</p>
<p>USE OF PHRASES AND CLAUSES</p>	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’).</p> <p>To use the joining word (conjunction) ‘and’ to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (eg.the blue butterfly)</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>



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PUNCTUATION					To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery	
USE OF TERMINOLOGY	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.



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Motivated to learn, Proud of our achievements, Successful and skilled for life.