

<b>English Writing Knowledge and Skills Map</b>			
	<b>Writing</b>	<b>Drawing</b>	<b>Mark Making</b>
EYFS	<p>Toddlers (Ages 1–2 years)</p> <ul style="list-style-type: none"> <li>• Hold crayon in clenched fist</li> <li>• Understand that crayons are used for making scribbles</li> </ul> <p>Nursery/early Reception (Ages 3–4 years)</p> <ul style="list-style-type: none"> <li>• Draw wavy lines across the page that look like lines of text from a book</li> <li>• Make distinct marks that look like letters and that are separated from each other</li> <li>• Write some actual letters, especially the letters in their name</li> <li>• May write their name</li> <li>• May try different kinds of writing, like writing a list or a card</li> <li>• May start to draw pictures and label them using letters or letter-like marks</li> </ul> <p>Reception into Year One (Ages 5 - 6years)</p> <ul style="list-style-type: none"> <li>• Hold pencil correctly and form letters accurately</li> <li>• Know the sounds letters make and spell words based on how they sound</li> <li>• Spell some common words that aren't spelled the way they sound</li> <li>• Use different endings for the same word, like walks, walking, and walked</li> <li>• Label pictures with a few words and begin to write simple sentences with correct grammar</li> <li>• By the end of reception/ early year one, write sentences about personal experiences and what they're learning in school</li> <li>• May start using different genres of writing like narratives or using writing to express their opinions 'I like this because...'</li> </ul>	<p>Up to 2 ½ years</p> <ul style="list-style-type: none"> <li>• Random scribbling</li> </ul> <p>2 – 3 years</p> <ul style="list-style-type: none"> <li>• Controlled scribbling</li> </ul> <p>2 ½ - 3 ½ years</p> <ul style="list-style-type: none"> <li>• Lines and patterns</li> </ul> <p>3 – 5 years</p> <ul style="list-style-type: none"> <li>• Pictures of objects/people</li> </ul> <p>3 – 5 years</p> <ul style="list-style-type: none"> <li>• Letter and words practise</li> </ul> <p><b>ELGS:</b></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>– Making decisions about the resources they need</li> <li>– Planning and communicating their ideas</li> <li>– Expressing their thoughts and ideas to others through mark making</li> <li>– Co-operating with peers and sharing resources</li> <li>– Documenting familiar experiences and play narratives</li> <li>– Creating and documenting stories from their imagination</li> <li>– Retelling stories to and/or share story ideas with an audience</li> <li>– Exploring different ways of making marks</li> <li>– Writing, drawing and creating patterns for a purpose</li> <li>– Developing ways of recording and documenting their experiences and ideas</li> <li>– Reflecting on their progress and the outcome of their ideas</li> <li>– Practising writing and drawing skills; developing a tripod grip and increasing control over mark makers</li> <li>– Creating books, cards, letters, invitations and notes</li> <li>– Putting phonics knowledge into practice through writing; blending and segmenting words</li> <li>– Developing grapheme recognition and capacity to write graphemes and word</li> <li>– Experimenting with and using a range of vocabulary to describe their designs and ideas</li> </ul>

	Writing transcription – spelling	Writing transcription - handwriting	Writing – composition	Writing - vocabulary and grammar
1	<p>Spell: words containing each of the 40+ phonemes already taught.</p> <p>Spell: common exception words.</p> <p>Spell: the days of the week.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write sentences by: saying out loud what they are going to write about.</p> <p>Write sentences by: composing a sentence orally before writing it.</p> <p>Write sentences by: sequencing sentences to form short narratives.</p> <p>Write sentences by: re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using 'and'.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order</p> <p>Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: using the spelling rule for adding s, or es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes: using the prefix un</p> <p>Add prefixes and suffixes: using ing, ed, er and est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>

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2	<p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Spell by: learning to spell common exception words.</p> <p>Spell by: learning to spell more words with contracted forms.</p> <p>Spell by: learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>Spell by: distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including ment, ness, ful, less, ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p> <p>Develop positive attitudes towards and stamina for writing by: writing about real events.</p> <p>Develop positive attitudes towards and stamina for writing by: writing poetry.</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Learn how to use: the grammar for year 2 in English Appendix 2.</p> <p>Learn how to use: some features of written Standard English.</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>

	Writing transcription – spelling	Writing transcription - handwriting	Writing – composition	Writing - vocabulary and grammar
3	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by: discussing and recording ideas.</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and write by: organising paragraphs around a theme.</p> <p>Draft and write by: in narratives, creating settings, characters and plot.</p> <p>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials.</p> <p>Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical and other features by: using and punctuating direct speech.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>

	Writing transcription – spelling	Writing transcription - handwriting	Writing – composition	Writing - vocabulary and grammar
4	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by: discussing and recording ideas.</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and write by: organising paragraphs around a theme.</p> <p>Draft and write by: in narratives, creating settings, characters and plot.</p> <p>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others writing and suggesting improvements.</p> <p>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials.</p> <p>Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical and other features by: using and punctuating direct speech.</p>

	Writing transcription – spelling	Writing transcription - handwriting	Writing – composition	Writing - vocabulary and grammar
5	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with silent letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by: precisising longer passages.</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Indicate grammatical and other features by: using hyphens to avoid ambiguity.</p> <p>Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis.</p> <p>Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Indicate grammatical and other features by: using a colon to introduce a list.</p> <p>Indicate grammatical and other features by: punctuating bullet points consistently.</p>

				Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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6	<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by: precisising longer passages.</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Indicate grammatical and other features by: using hyphens to avoid ambiguity.</p> <p>Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis.</p> <p>Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>

			Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Indicate grammatical and other features by: using a colon to introduce a list. Indicate grammatical and other features by: punctuating bullet points consistently. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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