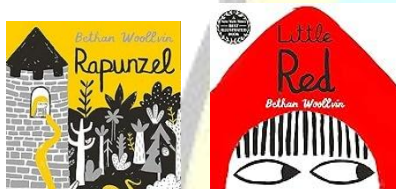
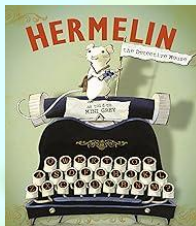
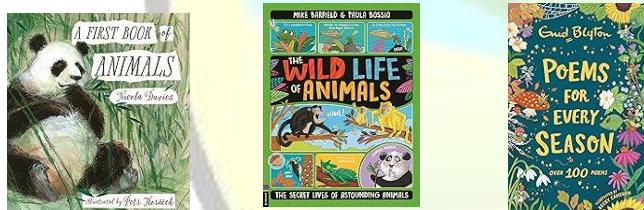
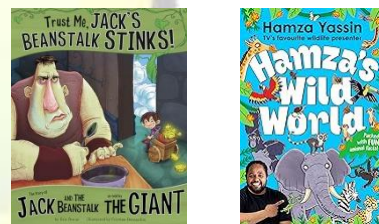
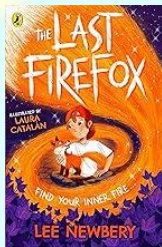
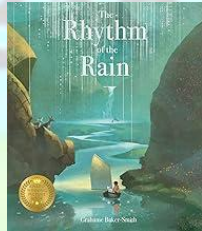
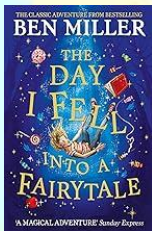
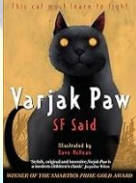
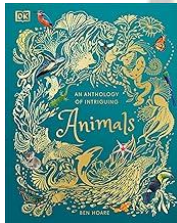
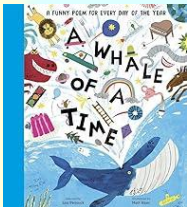
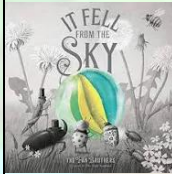
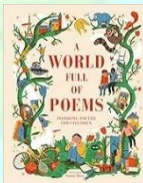
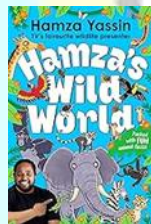
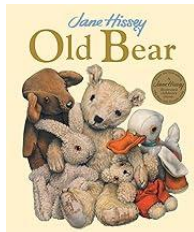
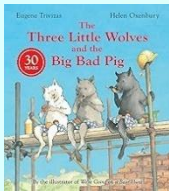
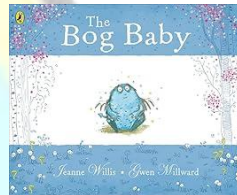
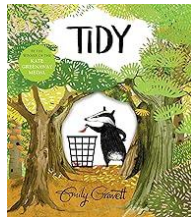
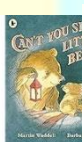
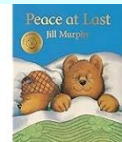
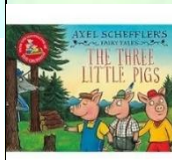
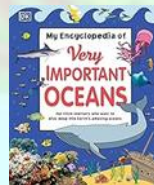
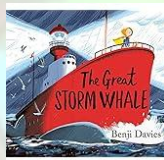
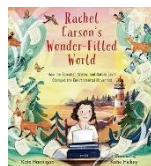


English curriculum cycle Y1,2,3 SAPLINGS – staff copy						
Saplings – Cherry Class: Cycle B 2026-27						
Our Curriculum Golden Threads:			Rich Stories		Significant People (VIPs)	
	Autumn		Spring		Summer	
Reading Core Texts	(F) Rapunzel (Y1) by Bethan Woollvin (F) Little Red by Bethan Woollvin 		(F) Hermelin (Y1) by Mini Grey 		(F) The Night Gardener by The Fan Brothers (F) Lizzie and the Cloud (Y2) by The Fan Brothers 	
	(F) Jack and the Baked Bean Stalk (Y2) by Colin Stimpson (F) Jim and the Beanstalk by Raymond Briggs 					
Additional Texts	(P) A First Book of Animals (Y2) by Nicola Davies (Science link) (NF) The Wild Life of Animals (Y2) by Mike Barfield (Science link) 		(NF) Little People Big Dreams (Y2) (VIP link) (F) Grimwood (Y2) by Nadia Shireen 		(F) Trust me, Jack's Beanstalk Stinks by The Giant (Eric Braun) (NF) Hamza's Wild World (Science & VIP link) 	
	(P)A Poem for Every Season (Y2) by Enid Blyton					
Writing – Essential Text:	Foundational Fluency	Rapunzel (Y1) by Bethan Woollvin	Hermelin (Y1) by Mini Grey	Lizzie and the Cloud (Y2) by The Fan Brothers	The Night Gardener (Y2) by the Fan Brothers	Jack and the Baked Bean Stalk
Writing – Genre and purpose		➤ Traditional tale sentences ➤ Trapped! sentences	➤ Detective story ➤ Letter	➤ Narrative	➤ Setting narrative ➤ Diary entry	➤ Letter ➤ Twisted Tale narrative

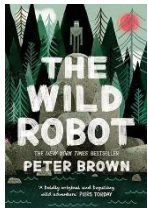
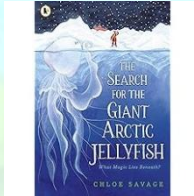
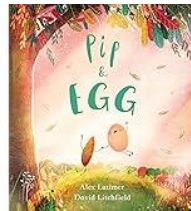
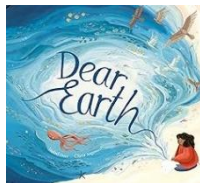
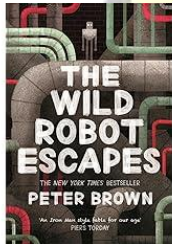
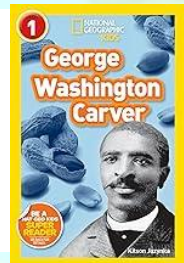
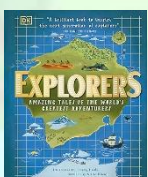
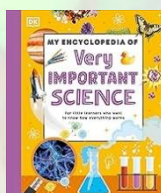
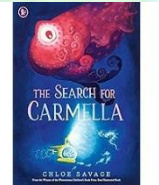
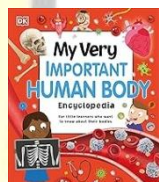
Saplings – Chestnut Class: Cycle B 2026-27

Reading Core Texts:	(F) Fox (Y3) by Margaret Wild		(F) The Last Firefox (Y3) by Lee Newbery	(F) The Rhythm of the Rain(Y3) by Graham Baker-Smith	(F)The Day I fell into a fairy tale (Y3) by Ben Miller	(F) Varjak Paw (Y3) by SF Said (F) Into the Forest (Y3) by Anthony Browne (F) The Secret Elephant (Y3) by Ellan Rankin	
						  	
Additional Texts:	(NF) An Anthology of Intriguing Animals (Y3) by Ben Hoare (Science Link) (P) A whale of a Time (Y3) by Lou Peacock (Science Link)			(P)A World Full of Poems (Y3) DK (Geography link) (NF) Little People Big Dreams (Y2) (VIP link) (F) It fell from the sky (Y3) by The Fan Brothers (Science link)		(NF) Hamza's Wild World (Y3) (Science & VIP link)	
	  			  			
(P) A Poem for Every Season (Y2) by Enid Blyton							
Writing – Essential Text:	Foundational Fluency	Fox (Y3) by Margaret Wild		The Rhythm of the Rain(Y3) by Graham Baker-Smith	It fell from the sky (Y3) by The Fan Brothers	Into the Forest (Y3) by Anthony Browne	The Secret Elephant (Y3) by Ellan Rankin
	Writing – Genre and purpose:		➤ Fable narrative ➤ Information report		➤ setting description	➤ complaint letter	➤ Lost narrative
VIPs	VIPs: Charles McIntosh; Louis Pasteur						

Saplings – Cherry class: Cycle C 2027-28

Our Curriculum Golden Threads:			Rich Stories			Significant People (VIPs)												
	Autumn			Spring			Summer											
Reading Core Texts:	(F) Old Bear (Y1) by Jane Hissey			(F) Three Little Pigs and the Big Bad Wolf (Y1) by Eugene Trivizas			(F) Grandad's Island (Y2) by Benji Davies			(F) The Flower Block (Y2) by Lanisha Butterfield			(F) Bog Baby (Y2) by Mini Grey			(F) Tidy (Y2) by Emily Gravett		
																		
Additional Texts:	(F) Little Bear's Trousers by Jan Hissey (F) Can't you sleep, little bear? By Martin Waddell (F) Peace at last by Jill Murphy			(F) The Three Little pigs by Alex Scheffler (F) The Three Little Pigs and the Big Bad Book by Lucy Rowland			(F) The Great Storm Whale by Benji Davies (F) our Tower by Joseph Coelho (NF) My encyclopaedia of very important oceans DK (Science Link)			(F) The King of the Tiny Things by Jeanne Willis (F) Too much Stuff! By Emily Gravett (NF) Rachel Carson's Wonder-filled World by Kate Hannigan (Science & VIP link)								
	   			 			  			  								
(P) A Poem for Every Question by Brian Bilston (P) When Poems Fall from the Sky by Zaro Weil																		
Writing-Essential Text:	Foundational Fluency	Old Bear (Y1) by Jane Hissey	Three Little Pigs and the Big Bad Wolf (Y1) by Eugene Trivizas		Grandad's Island (Y2) by Benji Davies	The Flower Block (Y2) by Lanisha Butterfield -		Bog Baby (Y2) by Mini Grey	Tidy (Y2) by Emily Gravett									
Writing – genre and purpose:		➤ Finding story ➤ Messages	➤ Instructions		➤ Return narrative ➤ Information report	➤ Diary		➤ Narrative ➤ Instructions	➤ Narrative									

Saplings – Chestnut class: Cycle C 2027-28

Reading Core Texts:	(F) The Wild Robot (Y3) by Peter Brown (F) The Iron Man by Chris Mould		(F) The Search for a giant arctic jellyfish (Y3) by Chloe Savage (F) The Search for our Cosmic Neighbours (Y3) by Chloe Savage		(F) Pip and the Egg by Alex Latimer	(F) Dear Earth (Y3) by Isabel Otter
	 		 			
Additional Texts:	(F) The Wild Robot Escapes by Peter Brown (F) The Wild Robot Protects by Peter Brown (NF) George Washington Carver – National Geographical Kids		(NF) My Encyclopaedia of Very Important Science (Y3) by DK (F) The Search for Carmella by Chloe Savage (NF) Explorers: Amazing Tales of the World's Greatest Explorers - DK		(NF) My very important human body encyclopaedia by Dr. Bipasha Choudhury (Science link) (NF) Marie Curie: Little People, Big Dreams (Science & VIP link) (NF) Rachel Carson's Wonder-filled World by Kate Hannigan (Science & VIP link)	
	  		  		  	
(P) A Poem for Every Question by Brian Bilston (P) When Poems Fall from the Sky by Zaro Weil						
Writing Essential Text:	Foundational Fluency	The Iron Man (Y3) by Chris Mould ➤	The Search for a giant arctic jellyfish (Y3) by Chloe Savage	The Search for our Cosmic Neighbours (Y3) by Chloe Savage	Pip and Egg by Alex Latimer	Dear Earth (Y3) by Isabel Otter
Writing – genre and purpose:		➤ Threat narrative ➤ Trap explanation	➤ Information report	➤ Exploration narrative	➤ Transformational narrative	➤ Letter
VIPs	VIPs – Marie Curie; George Washington Carver; Rachel Carson					

Embedding writing opportunities:	Each term, as well as being inspired by their reading to write for different purposes and audiences, the children will also get repeated opportunities to embed their writing skills across contexts.
Reading opportunities:	High quality, exciting, diverse texts are at the heart of our learning, with 'Rich Stories' being one of our curriculum's 'golden threads'. These texts have been chosen because we want children to have a wide range of textual experiences, for children to be 'immersed' into the world of story and imagination, wherever this may be, and to ensure children make as many learning links as possible both in English and across our whole curriculum. Children are surrounded by and absorbed within these texts: to learn, practise and develop their reading skills; to gather ideas and inspiration for their own writing, learning from the masters of writing themselves (the authors); to give children the experience of books being windows, mirrors and doors to enable them to learn about others' and from others and to develop wider empathy and understanding alongside our school's values and virtues which are the foundations of all our learning.



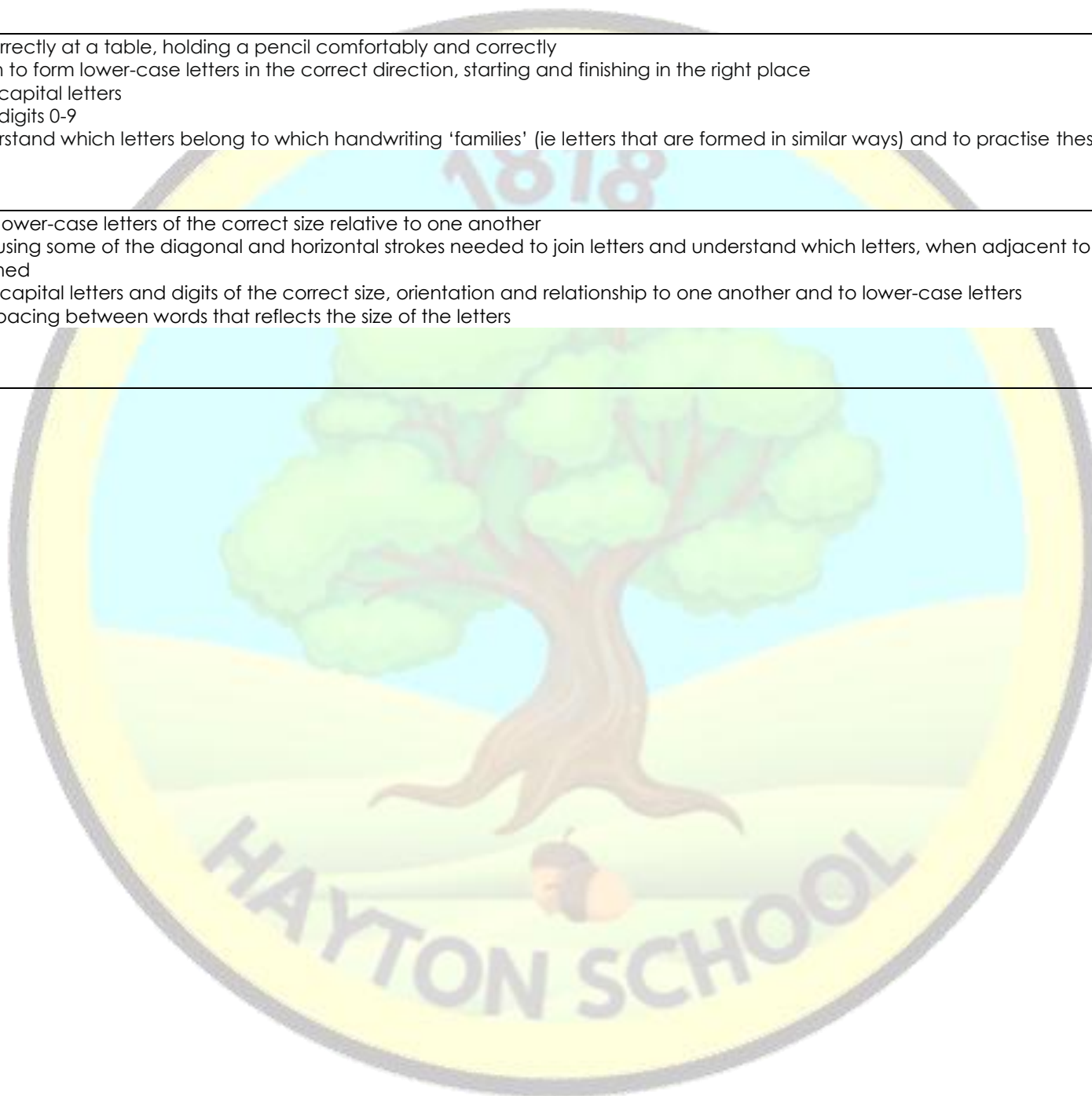
Saplings Writing Sequencing and Progression

Cycle B – Saplings: Cherry class					
Writing – Essential Text:	Rapunzel (Y1) by Bethan Woollvin	Hermelin (Y1) by Mini Grey	Lizzie and the Cloud (Y2) by The Fan Brothers	The Night Gardener (Y2) by the Fan Brothers	Jack and the Baked Bean Stalk
Writing – Genre and purpose	➤ Traditional tale sentences ➤ Trapped! sentences	➤ Detective story ➤ Letter	➤ Narrative	➤ Setting narrative ➤ Diary entry	➤ Letter ➤ Twisted Tale narrative
Grammar: Word					
Y1:	Build on previous year & focus on: ➤ Regular plural noun suffix -s or -es	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives
Y2:	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Formation of adjectives using suffixes e.g. -ful, -less ➤ Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Use of the suffix -ly to turn adjectives into adverbs ➤ Form adjectives using suffixes -ful and -less	Build on previous units & focus on: ➤ Formation of nouns using suffixes e.g. -ness, -er ➤ Formation of adjectives using suffixes e.g. -ful, -less ➤ Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence					
Y1:	Build on previous units & focus on: ➤ Combining words to make sentences ➤ Joining words and clauses using 'and'	Build on previous units & focus on: ➤ Combining words to make sentences ➤ Joining words and clauses using 'and'	Build on previous units & focus on: ➤ Combining words to make sentences ➤ Joining words and clauses using 'and'	Build on previous units & focus on: ➤ Combining words to make sentences ➤ Joining words and clauses using 'and'	Build on previous units & focus on: ➤ Combining words to make sentences ➤ Joining words and clauses using 'and'

Y2:	Build on previous year & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ Expanded Noun Phrases for description and specification	Build on previous year & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ Expanded Noun Phrases for description and specification	Build on previous units & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ Expanded noun phrases for description and specification ➤ How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: ➤ Co-ordination (or, and, but, so) ➤ Sentence indicates its function as an exclamation or a question ➤ Expanded Noun Phrases for description and specification	Build on previous units & focus on: ➤ Expanded noun phrases for description and specification ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ How the grammatical patterns in a sentence indicates its function as question and a statement.
Grammar: Text					
Y1:	Build on previous year & focus on: ➤ Sequencing sentences to form short narratives	Build on previous units & focus on: ➤ Sequencing sentences to form short narratives	Build on previous units & focus on: ➤ Sequencing sentences to form short narratives	Build on previous units & focus on: ➤ Sequencing sentences to form short narratives	Build on previous units & focus on: ➤ Sequencing sentences to form short narratives
Y2:	Build on previous year & focus on: ➤ Correct choice and consistent use of past and present tense throughout writing	Build on previous year & focus on: ➤ Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: ➤ Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: ➤ Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: ➤ Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar: Punctuation					
Y1:	Build on previous year & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops	Build on previous units & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops ➤ Question mark ➤ Exclamation mark	Build on previous units & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops ➤ Question mark ➤ Exclamation mark	Build on previous units & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops ➤ Question mark ➤ Exclamation mark ➤ Personal pronoun 'I'	Build on previous units & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops ➤ Question mark ➤ Exclamation mark ➤ Personal pronoun 'I'
Y2:	Build on previous year & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks	Build on previous units & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks

	➤ Use apostrophes to mark singular possession in nouns	to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns ➤ Commas to separate items in a list	➤ Commas to separate items in a list ➤ Apostrophes to mark where letters are missing in spelling (contractions)	to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns ➤ Commas to separate items in a list	to demarcate sentences ➤ Apostrophes to mark where letters are missing in spellings ➤ Commas to separate items in a list
Terminology for pupils:					
Y1: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					
Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					
Writing: composition					
Y1:	Write sentences by: ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher				
Y2:	Develop positive attitudes towards and stamina for writing by: ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes consider what they are going to write before beginning by: ➤ planning or saying out loud what they are going to write about ➤ writing down ideas and/or key words, including new vocabulary ➤ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear				
Handwriting					

Y1:	➤ Sit correctly at a table, holding a pencil comfortably and correctly ➤ begin to form lower-case letters in the correct direction, starting and finishing in the right place ➤ form capital letters ➤ form digits 0-9 ➤ understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Y2:	➤ form lower-case letters of the correct size relative to one another ➤ 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 ➤ write 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



Cycle C– Cherry class						
Writing- Essential Text:	Old Bear (Y1) by Jane Hissey	Three Little Pigs and the Big Bad Wolf (Y1) by Eugene Trivizas	Grandad's Island (Y2) by Benji Davies	The Flower Block (Y2) by Lanisha Butterfield -	Bog Baby (Y2) by Mini Grey	Tidy (Y2) by Emily Gravett
Writing – genre and purpose:	➤ Finding story ➤ Messages	➤ Instructions	➤ Return narrative ➤ Information report	➤ Diary	➤ Narrative ➤ Instructions	➤ Narrative
Grammar: Word						
Y1:	Build on previous year & focus on: ➤ Regular plural noun suffix -s or -es	Build on previous units & focus on: ➤ Adding the suffixes -ing, -ed and -er to verbs ➤ Adding the suffixes -er and -est to adjectives ➤ How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: ➤ Reinforce plural noun suffix -s/-es ➤ How the prefix un- changes the meaning of verbs and adjectives ➤ Adding the suffixes -er and -est to adjectives
Y2:	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Use of the Suffixes -er & -est in adjectives ➤ Use of the suffix -ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Formation of adjectives using suffixes e.g. -ful, -less ➤ Use of the suffix -ly to turn adjectives into adverbs	➤ Build on previous units & focus on: Formation of nouns by compounding ➤ Use of the Suffixes -er & -est in adjectives ➤ Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence						

Y1:	Build on previous year & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops	Build on previous unit & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops Question mark Exclamation mark ➤ Capital Letters for names and personal pronoun - I	Build on previous unit & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops Question mark Exclamation mark ➤ Capital Letters for names and personal pronoun - I	Build on previous unit & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops Question mark Exclamation mark ➤ Capital Letters for names and personal pronoun - I	Build on previous unit & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops Question mark Exclamation mark ➤ Capital Letters for names and personal pronoun - I	Build on previous unit & focus on: ➤ Separation of words with spaces ➤ Capital letters ➤ Full Stops Question mark Exclamation mark ➤ Capital Letters for names and personal pronoun - I
Y2:	Build on previous year & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences ➤ Use apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns ➤ Commas to separate items in a list	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences ➤ Commas to separate items in a list ➤ Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences ➤ Apostrophes to mark singular possession in nouns ➤ Commas to separate items in a list
Terminology for pupils:						
Y1: letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma Writing: composition						
Writing: composition						
Y1:	Write sentences by: ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher					

Y2:	Develop positive attitudes towards and stamina for writing by: ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes consider what they are going to write before beginning by: ➤ planning or saying out loud what they are going to write about ➤ writing down ideas and/or key words, including new vocabulary ➤ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear
Handwriting	
Y1:	➤ Sit correctly at a table, holding a pencil comfortably and correctly ➤ begin to form lower-case letters in the correct direction, starting and finishing in the right place ➤ form capital letters ➤ form digits 0-9 ➤ understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Y2:	➤ form lower-case letters of the correct size relative to one another ➤ 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 ➤ write 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

Cycle B – Saplings: Chestnut class

Cycle B – Saplings: Chestnut class					
Writing – Essential Text:	Fox (Y3) by Margaret Wild	The Rhythm of the Rain(Y3) by Graham Baker-Smith	It fell from the sky (Y3) by The Fan Brothers	Into the Forest (Y3) by Anthony Browne	The Secret Elephant (Y3) by Ellan Rankin
Writing – Genre and purpose:	➤ Fable narrative ➤ Information report	➤ setting description	➤ complaint letter	➤ Lost narrative	➤ Diary
Grammar: Word					
Y2	Build on previous units & focus on: ➤ Use of the Suffixes –er & –est in adjectives Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Use of the Suffixes –er & –est in adjectives Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: ➤ Formation of nouns using suffixes e.g. –ness, –er ➤ Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs
Y3	Build on previous year & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Adverbs ending in -ly	Build on previous units & focus on: ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	Build on previous units & focus on: ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning
Grammar: Sentence					
Y2	Build on previous year & focus on:	Build on previous year & focus on:	Build on previous units & focus on:	Build on previous units & focus on:	Build on previous units & focus on:

	➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) Expanded Noun Phrases for description and specification	➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) Expanded Noun Phrases for description and specification	➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	➤ Co-ordination (or, and, but, so) ➤ Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	➤ Expanded noun phrases for description and specification ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.
Y3	Build on previous year & focus on: ➤ Expressing time, place and cause using prepositions, e.g. before, after, during, in ➤ Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: ➤ Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions ➤ Fronted adverbials ➤ Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	Build on previous units & focus on: ➤ Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of ➤ Expressing time, place and cause using adverbs e.g. then, next, soon, therefore ➤ Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: ➤ Expressing time, place and cause using adverbs e.g. then, next, soon, therefore ➤ Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	Build on previous units & focus on: ➤ Expressing time, place and cause using adverbs e.g. then, next, soon, therefore ➤ Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Grammar: Text					
Y2	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Y3	Build on previous year & focus on: ➤ Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: ➤ Introduction to paragraphs as a way to group related material	Build on previous units & focus on: ➤ Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: ➤ Present perfect form of verbs Introduction to paragraphs as a	Build on previous units & focus on: ➤ Present perfect form of verbs Introduction to paragraphs as a

		➤ Present perfect form of verbs in contrast to the simple past		way to group related material ➤ Headings and sub-headings to aid presentation	way to group related material ➤ Headings and sub-headings to aid presentation
Grammar: Punctuation					
Y2	Build on previous year & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences ➤ Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spellings Commas to separate items in a list
Y3	Reinforce from Year 2: ➤ Commas to separate items in a list ➤ Apostrophes to mark singular possession in nouns ➤ Inverted commas to punctuate direct speech	Build on previous units & focus on: ➤ Apostrophes to mark singular possession in nouns ➤ Learn how to use commas to separate items in a list	Build on previous units & focus on: ➤ Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: ➤ Inverted commas to punctuate direct speech	Build on previous units & focus on: ➤ Inverted commas to punctuate direct speech
Terminology for pupils:					
Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma Writing: composition Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					
Writing composition					
Y2:	Develop positive attitudes towards and stamina for writing by: ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes				

	consider what they are going to write before beginning by: ➤ planning or saying out loud what they are going to write about ➤ writing down ideas and/or key words, including new vocabulary ➤ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear
Y3:	plan 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 ➤ discussing and recording ideas 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 English appendix 2 ➤ organising paragraphs around a theme ➤ in narratives, creating settings, characters and plot ➤ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: ➤ assessing the effectiveness of their own and others' writing and suggesting improvements ➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ➤ proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate
Handwriting	
Y2:	➤ form lower-case letters of the correct size relative to one another ➤ 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 ➤ write 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
Y3:	➤ 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 ➤ 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]

Saplings Cycle – Chestnut class

Writing Essential Text:	The Iron Man (Y3) by Chris Mould ➤	The Search for a giant arctic jellyfish (Y3) by Chloe Savage	The Search for our Cosmic Neighbours (Y3) by Chloe Savage	Pip and Egg by Alex Latimer	Dear Earth (Y3) by Isabel Otter
Writing – genre and purpose:	➤ Threat narrative ➤ Trap explanation	➤ Information report	➤ Exploration narrative	➤ Transformational narrative	➤ Letter

Grammar: Word

Y2:	Build on previous units & focus on: ➤ Use of the Suffixes –er & –est in adjectives Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: ➤ Use of the Suffixes –er & –est in adjectives ➤ Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Use of the Suffixes –er & –est in adjectives ➤ Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: ➤ Formation of adjectives using suffixes e.g. –ful, –less ➤ Use of the suffix –ly to turn adjectives into adverbs	➤ Build on previous units & focus on: Formation of nouns by compounding ➤ Use of the Suffixes –er & –est in adjectives ➤ Use of the suffix –ly to turn adjectives into adverbs
Y3:	Build on previous year & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- ➤ Use of the forms 'a' or 'an'	Build on previous year & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- ➤ Use of the forms 'a' or 'an'	Build on previous units & focus on: ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: ➤ Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) ➤ Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel ➤ Word families based on common words showing how words are related in form and meaning

Grammar: Sentence

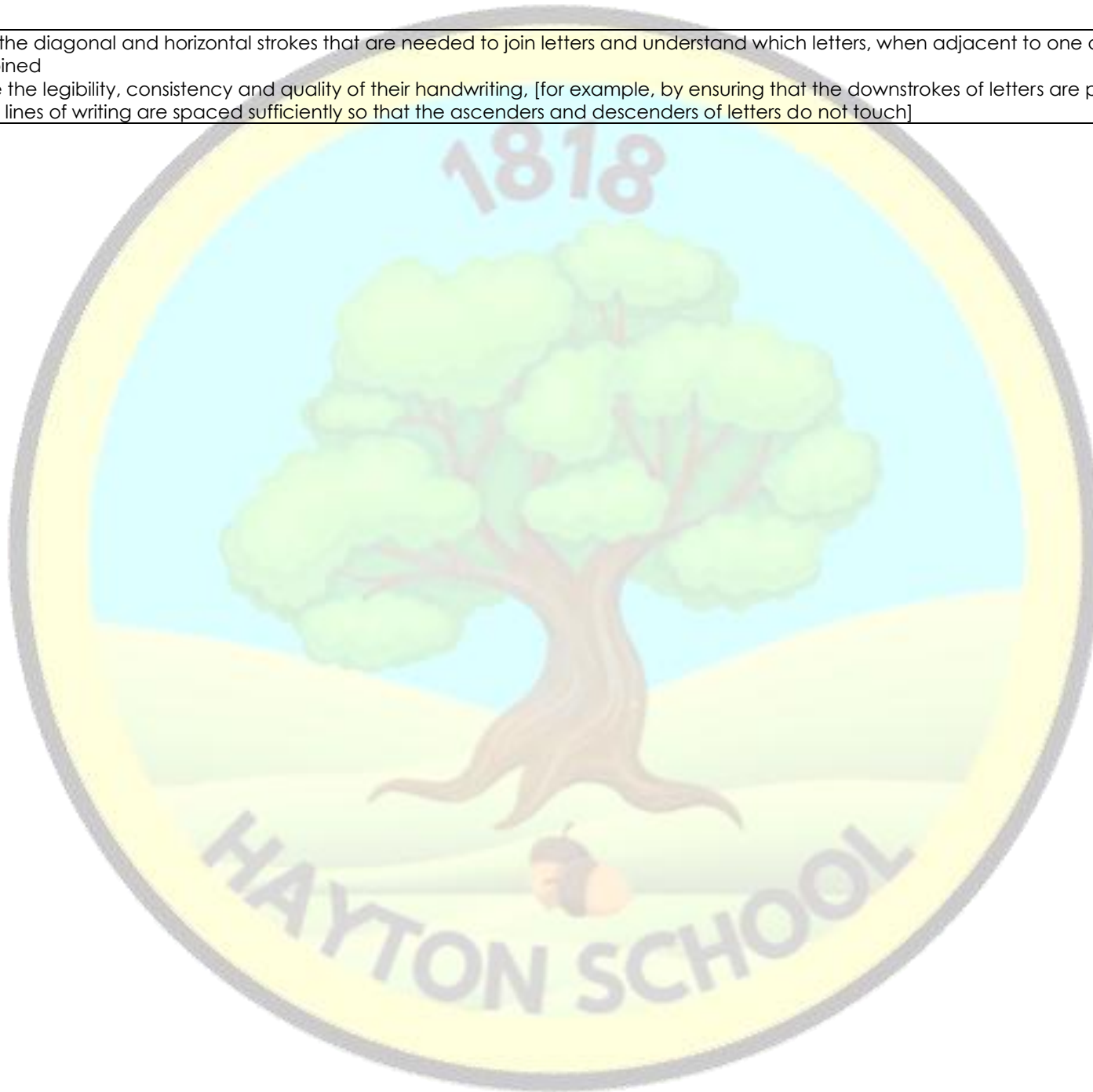
Y2:	Build on previous year & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) Expanded Noun Phrases for description and specification	Build on previous year & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) Expanded Noun Phrases for description and specification	Build on previous units & focus on: ➤ Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: ➤ Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: ➤ Subordination (using when, if, that, because) ➤ Co-ordination (or, and, but) ➤ Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command
Y3:	Build on previous year & focus on: ➤ Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) ➤ Learn how to use subordination (reinforce from Y2) ➤ Expressing time, place and cause using adverbs e.g. then, there, soon, after ➤ Expressing time, place and cause using prepositions e.g. before, during, after, in ➤ Use expanded noun phrases for description and specification	Build on previous year & focus on: ➤ Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) ➤ Learn how to use subordination (reinforce from Y2) ➤ Expressing time, place and cause using adverbs e.g. then, there, soon, after ➤ Expressing time, place and cause using prepositions e.g. before, during, after, in ➤ Use expanded noun phrases for description and specification	Build on previous units & focus on: ➤ Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) ➤ Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: ➤ Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of ➤ Expressing time, place and cause using adverbs e.g. then, next, soon, therefore ➤ Use a wider range of conjunctions, e.g. when, if, because, although	Build on previous units & focus on: ➤ Expressing time, place and cause using adverbs e.g. then, next, soon, therefore ➤ Expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Grammar: Text					
Y2:	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous year & focus on: Correct choice and consistent use of past and	Build on previous units & focus on: Correct choice and consistent use of past	Build on previous units & focus on: Correct choice and consistent use of past and	Build on previous units & focus on: Correct choice and consistent use of past

		present tense throughout writing	and present tense throughout writing including progressive forms of verbs	present tense throughout writing including progressive forms of verbs	and present tense throughout writing including progressive forms of verbs
Y3:	Build on previous year & focus on: ➤ Introduction to paragraphs as a way to group related material	Reinforce previous unit: ➤ Introduction to paragraphs as a way to group related material	Build on previous units & focus on: ➤ Headings and sub-headings to aid presentation	Build on previous units & focus on: ➤ Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: ➤ Present perfect form of verbs Introduction to paragraphs as a way to group related material ➤ Headings and sub-headings to aid presentation
Grammar: Punctuation					
Y2:	Build on previous year & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling (contractions) ➤ Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: ➤ Use of capital letters, full stops and question marks to demarcate sentences ➤ Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)
Y3:	Reinforce from Year 2: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns ➤ Use commas to separate items in a list	Reinforce from Year 2 and build on: ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: ➤ Inverted commas to punctuate direct speech	Build on previous units & focus on: ➤ Inverted commas to punctuate direct speech	Build on previous units & focus on: ➤ Inverted commas to punctuate direct speech

		➤ Use commas to separate items in a list			
Terminology for pupils:					
Y2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma Writing: composition Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					
Writing composition:					
Y2:	Develop positive attitudes towards and stamina for writing by: ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes consider what they are going to write before beginning by: ➤ planning or saying out loud what they are going to write about ➤ writing down ideas and/or key words, including new vocabulary ➤ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: ➤ evaluating their writing with the teacher and other pupils ➤ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear				
Y3:	plan 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 ➤ discussing and recording ideas 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 English appendix 2 ➤ organising paragraphs around a theme ➤ in narratives, creating settings, characters and plot ➤ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: ➤ assessing the effectiveness of their own and others' writing and suggesting improvements ➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ➤ proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate				
Handwriting					
Y2:	➤ form lower-case letters of the correct size relative to one another ➤ 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 ➤ write 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				

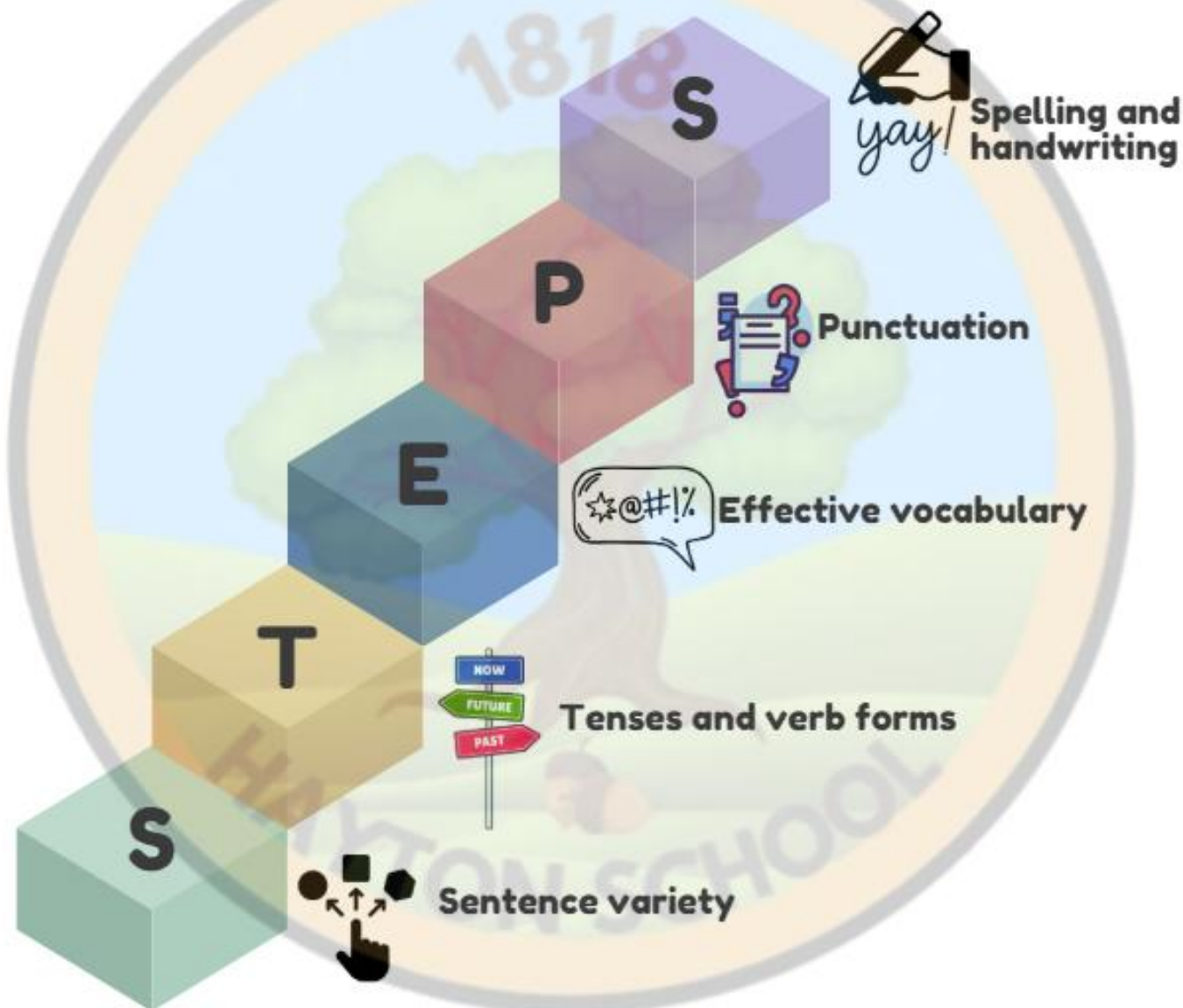
Y3:

- 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
- 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]



Hayton C of E Primary School

Writing Key Performance Indicators:



Hayton C of E Primary School - STEPS Writing Framework

Whole-school child-friendly writing progression framework



HAYTON C OF E PRIMARY SCHOOL

STEPS WRITING SQUAD

MIGHTY OAKS FROM LITTLE ACORNS GROW

OUR SCHOOL VALUES



Love



Joy



Aspiration



Wonder

S SQUIGGLE SENTENCE-MASTER



MY SKILLS

- FANBOYS
- AWHTEBUS
- Fronted adverbials
- Relative clauses
- Cohesion

I make every sentence stronger!

T TENSE TITAN



MY SKILLS

- Past tense
- Present tense
- Perfect forms
- Progressive forms
- Active and passive voice

I keep your writing in the right time zone!

E ELECTRA EFFECTIVE



MY SKILLS

- Powerful verbs
- Precise nouns
- Atmosphere
- Figurative language
- Vocabulary upgrades

Every word matters!

P PROFESSOR PUNCTUATION



MY SKILLS

- Speech punctuation
- Colons
- Semi-colons
- Dashes
- Brackets and parenthesis

Punctuation powers your writing!

S SPEEDY SCRIBE



MY SKILLS

- Editing
- Proof-reading
- Common exception words
- Joined handwriting
- Presentation

Check it. Fix it. Improve it.

RECEPTION

EXPECTED TARGETS

- S I can write simple phrases and sentences.
- T I can talk about things happening now and things that have happened.
- E I can use interesting vocabulary.
- P I can use capital letters and full stops.
- S I can form letters correctly and use sounds to spell words.

GREATER DEPTH CHALLENGE

- S I can join several ideas together.
- T I can confidently talk about past and present.
- E I can choose adventurous words.
- P I can use punctuation in longer pieces.
- S I can spell many common words correctly.

YEAR 1

EXPECTED TARGETS

- S I can join ideas using 'and'.
- T I can write in present and past tense.
- E I can choose effective words.
- P I can use CL: ? !
- S I can spell simple words and form letters correctly.

GREATER DEPTH CHALLENGE

- S I can link ideas smoothly.
- T I can keep my tense correct throughout.
- E I can improve my word choices.
- P I can use punctuation consistently.
- S I can spell common exception words.

YEAR 2

EXPECTED TARGETS

- S I can use FANBOYS and AWHTEBUS conjunctions and expanded noun phrases.
- T I can keep my tense correct.
- E I can use adjectives and expanded noun phrases.
- P I can use CL: ? ! , ' , '
- S I can join letters and check my spelling.

GREATER DEPTH CHALLENGE

- S I can use varied sentence forms for effect.
- T I can keep tense accurate in longer pieces.
- E I can select vocabulary to interest my reader.
- P I can use the full KS1 punctuation range.
- S I can spell most common exception words and suffixes.

YEAR 3

EXPECTED TARGETS

- S I can use conjunctions, adverbs and prepositions.
- T I can use present, past and present perfect tense.
- E I can choose precise vocabulary.
- P I can use speech marks correctly.
- S I can spell words with prefixes and suffixes.

GREATER DEPTH CHALLENGE

- S I can organise my ideas into logical paragraphs.
- T I can keep my tense accurate across my writing.
- E I can use vocabulary to engage the reader.
- P I can use punctuation securely and accurately.
- S I can spell my spellings independently.

YEAR 4

EXPECTED TARGETS

- S I can open sentences in different ways and use paragraphs.
- T I can keep my tense correct.
- E I can choose words that create atmosphere.
- P I can punctuate speech correctly.
- S I can spell Year 3/4 words correctly.

GREATER DEPTH CHALLENGE

- S I can use paragraphs to develop ideas and atmosphere.
- T I can use perfect forms confidently.
- E I can choose language to engage readers.
- P I can use brackets, colons, hyphens and semi-colons.
- S I can spell Year 3/4 words consistently.

YEAR 5

EXPECTED TARGETS

- S I can use relative clauses and varied sentence structures.
- T I can use perfect and progressive tenses.
- E I can choose ambitious vocabulary.
- P I can use brackets, dashes, colons and semi-colons.
- S I can spell difficult words accurately.

GREATER DEPTH CHALLENGE

- S I can manipulate sentence structures for effect.
- T I can use active and passive voice appropriately.
- E I can adapt vocabulary and sentence choices for purpose.
- P I can manipulate punctuation for effect.
- S I can spell most Year 5/6 words correctly.

YEAR 6

EXPECTED TARGETS

- S I can vary sentence structures and control formality.
- T I can use verb forms for effect.
- E I can use precise and sophisticated vocabulary.
- P I can use the full range of punctuation accurately.
- S I can spell most Year 5/6 words correctly and write fluently.

GREATER DEPTH CHALLENGE

- S I can manipulate grammar and structure for audience and effect.
- T I can control tone and meaning using verb forms.
- E I can draw on reading to craft sophisticated language.
- P I can use the full KS2 punctuation range precisely.
- S I can write fluently and legibly at speed.

Reception

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Write simple phrases and sentences	Begin to talk about things happening now and things that already happened	Use interesting vocabulary	CL .	Write recognisable letters correctly; spell using sounds and letters
Greater Depth: Write several linked ideas independently	Greater Depth: Use past and present language confidently in speech and writing	Greater Depth: Choose adventurous words independently	Greater Depth: Begin using punctuation independently in longer pieces	Greater Depth: Spell many common words correctly and write simple sentences independently

Year 1

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
- Use 'and' to join ideas - Sequence short narratives	- Use present and past tense	- Choose effective vocabulary - Improve word choices	CL . ? !	- Form letters correctly - Spell 40+ phonemes - Use -ing, -ed, -er, -est
Greater Depth: Link ideas fluently to create short narratives	Greater Depth: Maintain tense accurately throughout short pieces	Greater Depth: Edit vocabulary choices to improve meaning	Greater Depth: Use punctuation consistently and accurately	Greater Depth: Spell common exception words accurately and consistently

Year 2

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Use: - FANBOYS (and but so) - AWHITEBUS conjunctions (because when although); - expanded noun phrases	Use present and past tense consistently	Use adjectives and expanded noun phrases for description	CL . ? ! , '	Use joined strokes spell common exception words Proof-read and edit spelling mistakes
Greater Depth: Use varied sentence forms confidently for effect	Greater Depth: Maintain accurate tense throughout longer pieces	Greater Depth: Select vocabulary to interest the reader	Greater Depth: Use the full KS1 punctuation range mostly correctly	Greater Depth: Spell most common exception words and suffixes correctly

Year 3

S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Extend sentences using: - conjunctions (FANBOYS & AWHITEBUS) - prepositions - adverbs Begin creating settings, characters and plot	- Use present, past and present perfect tense	- Use vocabulary for effect - Use adjectives and adverbs for description	CL . ? ! , ' " "	- Use prefixes, suffixes and homophones accurately - Joined handwriting; - Proof-read - Edit spelling mistakes
Greater Depth: Organise ideas into logical paragraphs	Greater Depth: Maintain tense accurately across writing	Greater Depth: Select precise vocabulary to engage the reader	Greater Depth: Use punctuation securely and accurately	Greater Depth: Edit spelling and improve accuracy independently

Year 4

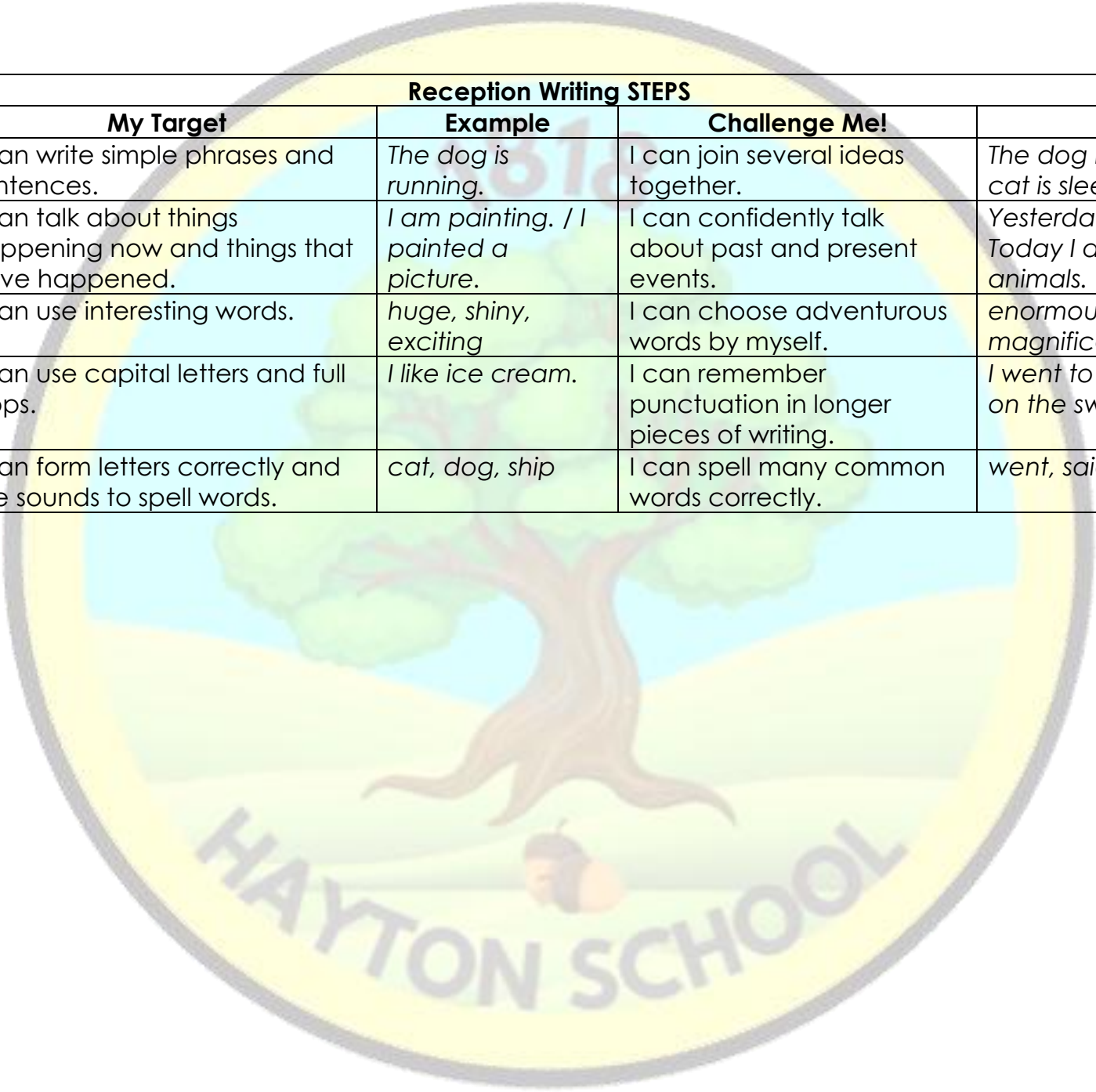
S Sentence Variety		T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Sentence Openers: • Fronted adverbials • AWHITEBUS conjunctions	Sentence Structures: • Expanded noun phrases • Cohesive devices • Paragraphs around a theme	- Use consistent tense and subject-verb agreement	- Describe settings and characters using precise vocabulary and descriptive phrases	CL . ? ! , ' " "	- Apply Year 3/4 spelling rules accurately - legible joined handwriting - proof-read and edit spelling mistakes
Greater Depth: Use paragraphs effectively to organise ideas and develop atmosphere		Greater Depth: Use perfect forms accurately and confidently	Greater Depth: Select language deliberately to engage readers	Greater Depth: Begin using brackets, colons, hyphens and semi-colons	Greater Depth: Spell Year 3/4 words consistently accurately

Year 5

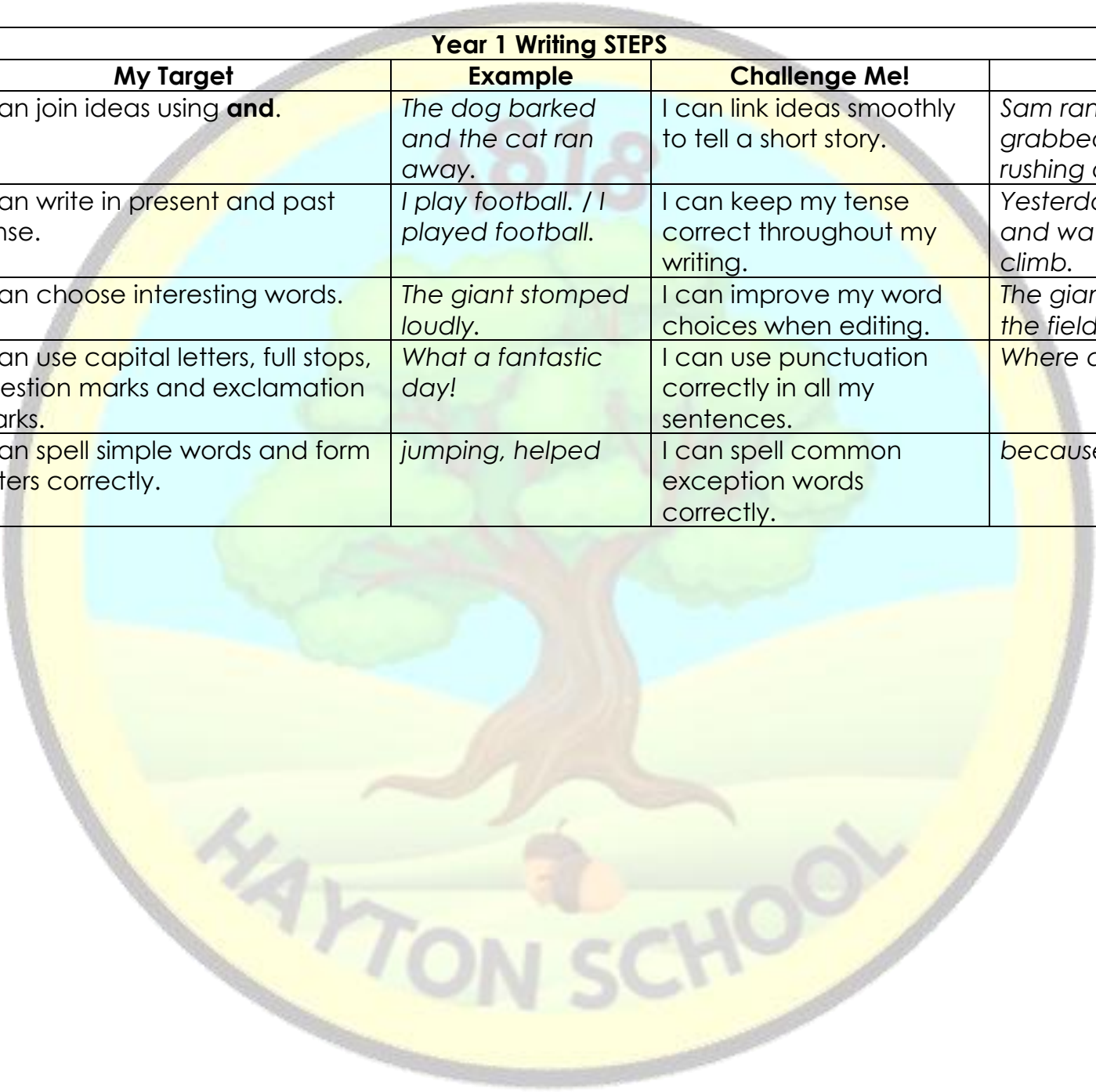
S Sentence Variety		T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
Sentence Openers: - Fronted adverbials - AWHITEBUS conjunctions - Prepositions	Sentence Structures: - Relative clauses - Modal verbs - Cohesion within paragraphs - Dialogue integrated into narratives	Use tense consistently including perfect and progressive forms	- Select precise vocabulary for audience and purpose - Create atmosphere	CL . ? ! , ' " " () — :	- Accurate Y3/4 spellings - Increase Year 5/6 spelling accuracy - Fluent joined handwriting
Greater Depth: Manipulate sentence structures for audience and effect		Greater Depth: Use passive and active voice appropriately	Greater Depth: Manipulate vocabulary and sentence structures to reflect formality	Greater Depth: Use punctuation accurately and manipulate punctuation for effect	Greater Depth: Spell most Year 5/6 words correctly

Year 6

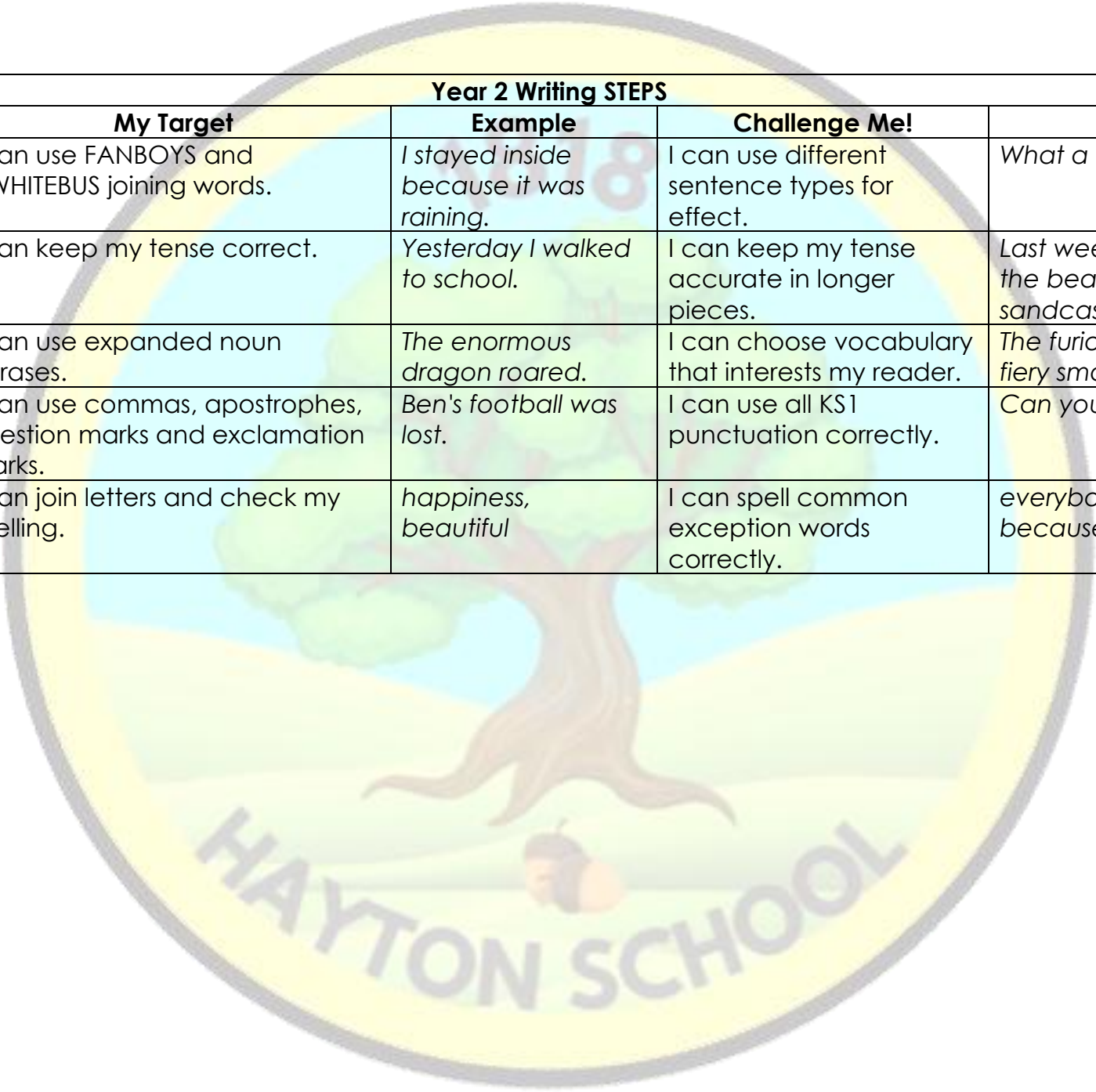
S Sentence Variety	T Tenses	E Effective Vocabulary	P Punctuation	S Spelling & Handwriting
- Open sentences in a wide variety of ways - Vary clause position for effect - Use passive voice appropriately - Build cohesion across paragraph - Integrate dialogue to convey character and action - Control formality for purpose and audience	- Use all tenses consistently; - select verb forms for effect	- Use precise and ambitious vocabulary - manipulate vocabulary and grammar for effect and formality	CL . ? ! , ' " " () — ... : ;	- Spell most Year 5/6 words correctly - maintain fluent, legible handwriting - proof-read and edit independently
Greater Depth: Manipulate grammar and structure consciously for audience and effect	Greater Depth: Manipulate verb forms to control tone and meaning	Greater Depth: Draw upon wider reading to craft sophisticated language choices	Greater Depth: Use the full KS2 punctuation range precisely and accurately	Greater Depth: Maintain fluent, legible handwriting at speed



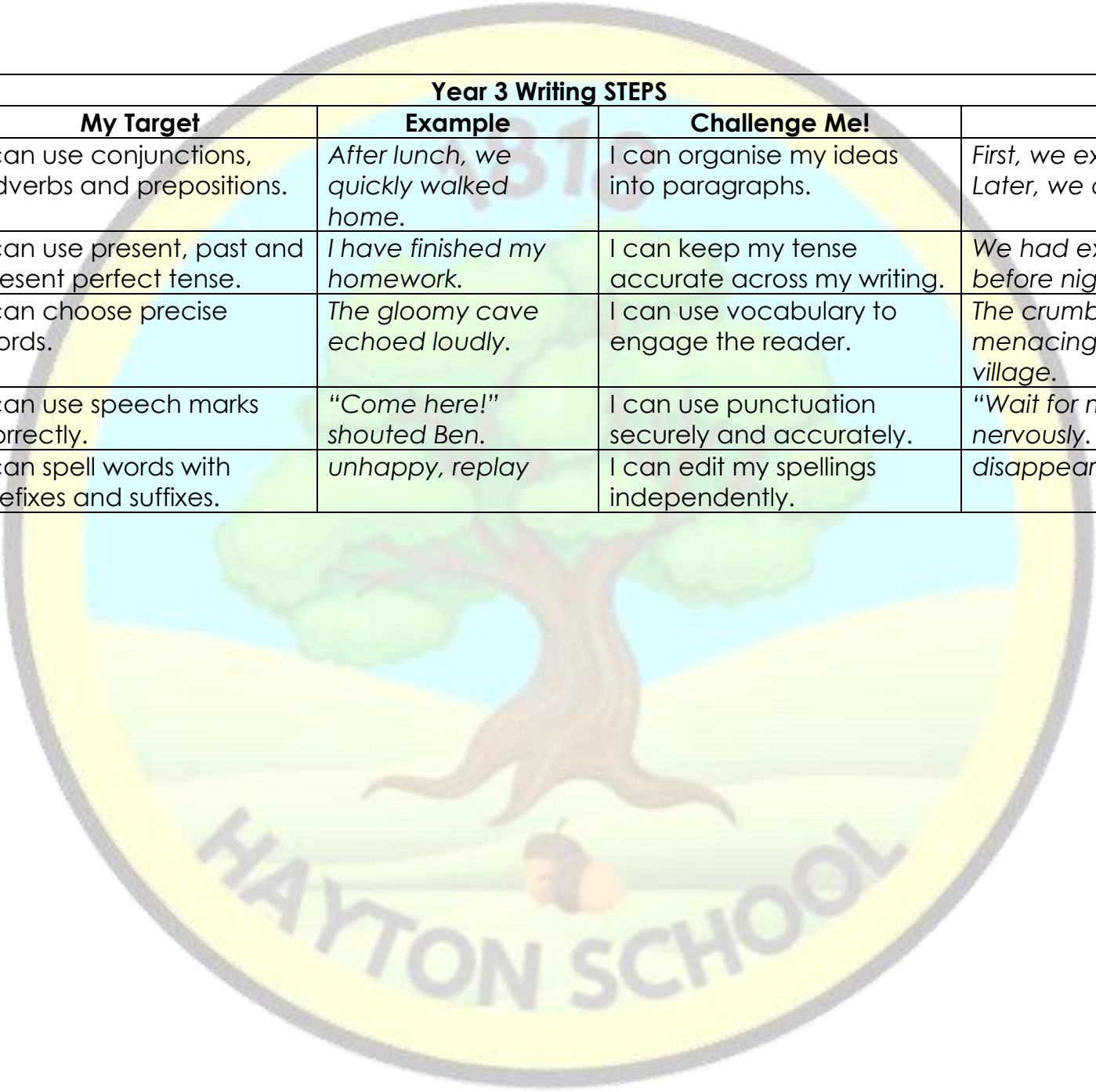
Reception Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can write simple phrases and sentences.	<i>The dog is running.</i>	I can join several ideas together.	<i>The dog is running and the cat is sleeping.</i>
Tenses	I can talk about things happening now and things that have happened.	<i>I am painting. / I painted a picture.</i>	I can confidently talk about past and present events.	<i>Yesterday I visited the farm. Today I am drawing the animals.</i>
Effective Vocabulary	I can use interesting words.	<i>huge, shiny, exciting</i>	I can choose adventurous words by myself.	<i>enormous, sparkling, magnificent</i>
Punctuation	I can use capital letters and full stops.	<i>I like ice cream.</i>	I can remember punctuation in longer pieces of writing.	<i>I went to the park. I played on the swings.</i>
Spelling & Handwriting	I can form letters correctly and use sounds to spell words.	<i>cat, dog, ship</i>	I can spell many common words correctly.	<i>went, said, they</i>



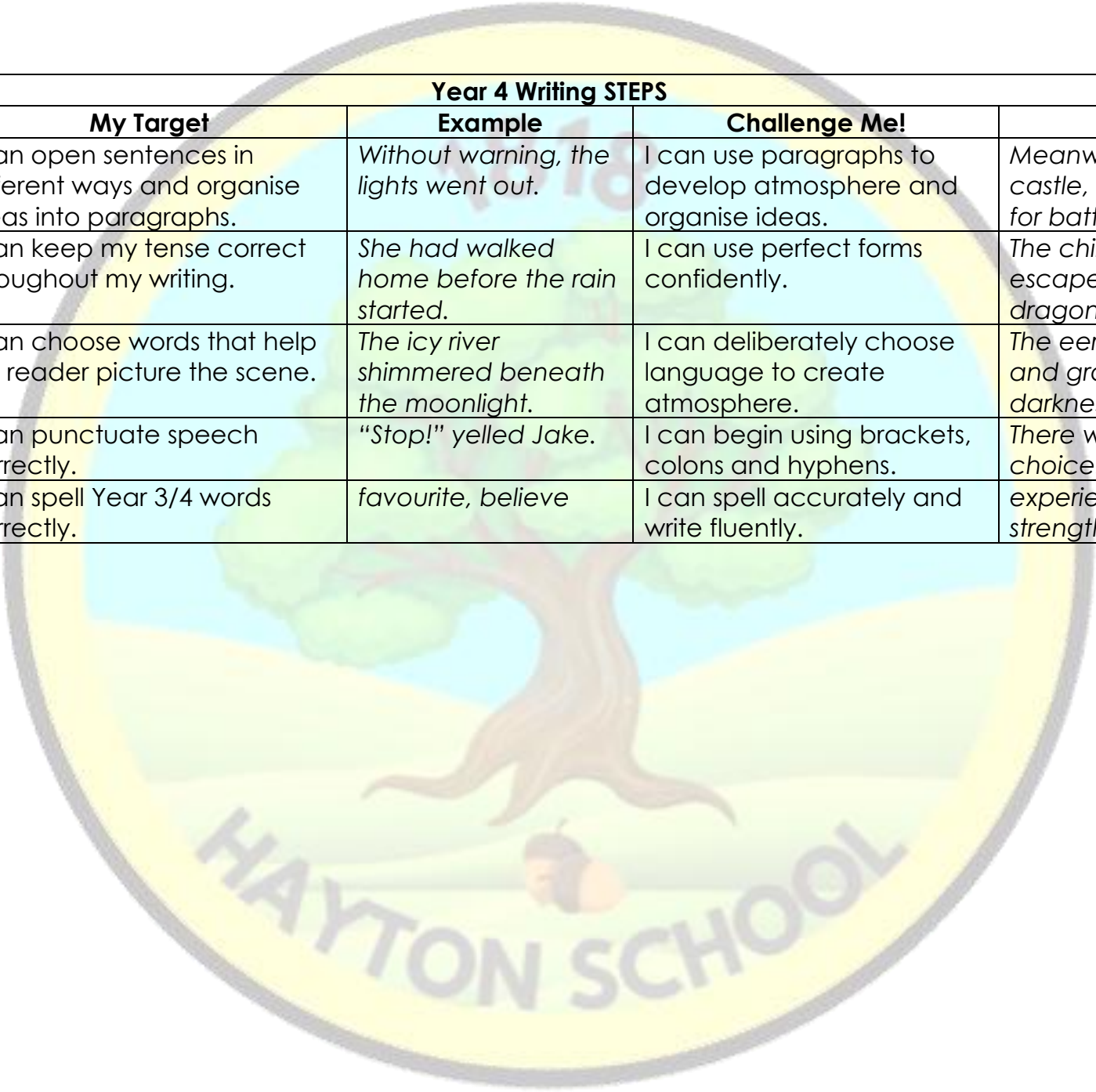
Year 1 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can join ideas using and .	<i>The dog barked and the cat ran away.</i>	I can link ideas smoothly to tell a short story.	<i>Sam ran home and grabbed his coat before rushing outside.</i>
Tenses	I can write in present and past tense.	<i>I play football. / I played football.</i>	I can keep my tense correct throughout my writing.	<i>Yesterday I visited the zoo and watched the monkeys climb.</i>
Effective Vocabulary	I can choose interesting words.	<i>The giant stomped loudly.</i>	I can improve my word choices when editing.	<i>The giant thundered across the field.</i>
Punctuation	I can use capital letters, full stops, question marks and exclamation marks.	<i>What a fantastic day!</i>	I can use punctuation correctly in all my sentences.	<i>Where are you going?</i>
Spelling & Handwriting	I can spell simple words and form letters correctly.	<i>jumping, helped</i>	I can spell common exception words correctly.	<i>because, school, people</i>



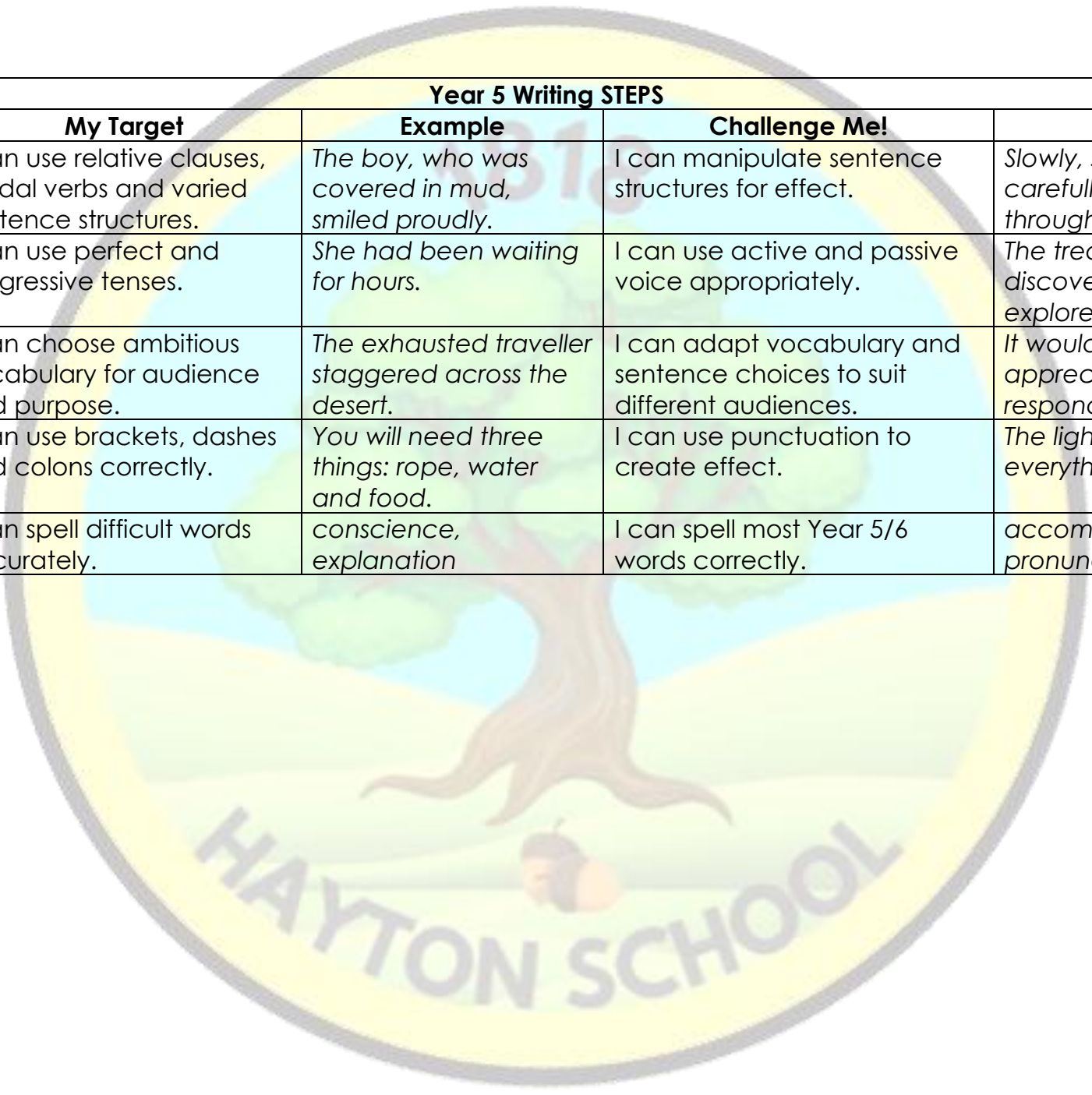
Year 2 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use FANBOYS and AWHITEBUS joining words.	<i>I stayed inside because it was raining.</i>	I can use different sentence types for effect.	<i>What a terrible storm it was!</i>
Tenses	I can keep my tense correct.	<i>Yesterday I walked to school.</i>	I can keep my tense accurate in longer pieces.	<i>Last weekend we visited the beach and built sandcastles.</i>
Effective Vocabulary	I can use expanded noun phrases.	<i>The enormous dragon roared.</i>	I can choose vocabulary that interests my reader.	<i>The furious dragon blasted fiery smoke.</i>
Punctuation	I can use commas, apostrophes, question marks and exclamation marks.	<i>Ben's football was lost.</i>	I can use all KS1 punctuation correctly.	<i>Can you help me, please?</i>
Spelling & Handwriting	I can join letters and check my spelling.	<i>happiness, beautiful</i>	I can spell common exception words correctly.	<i>everybody, children, because</i>



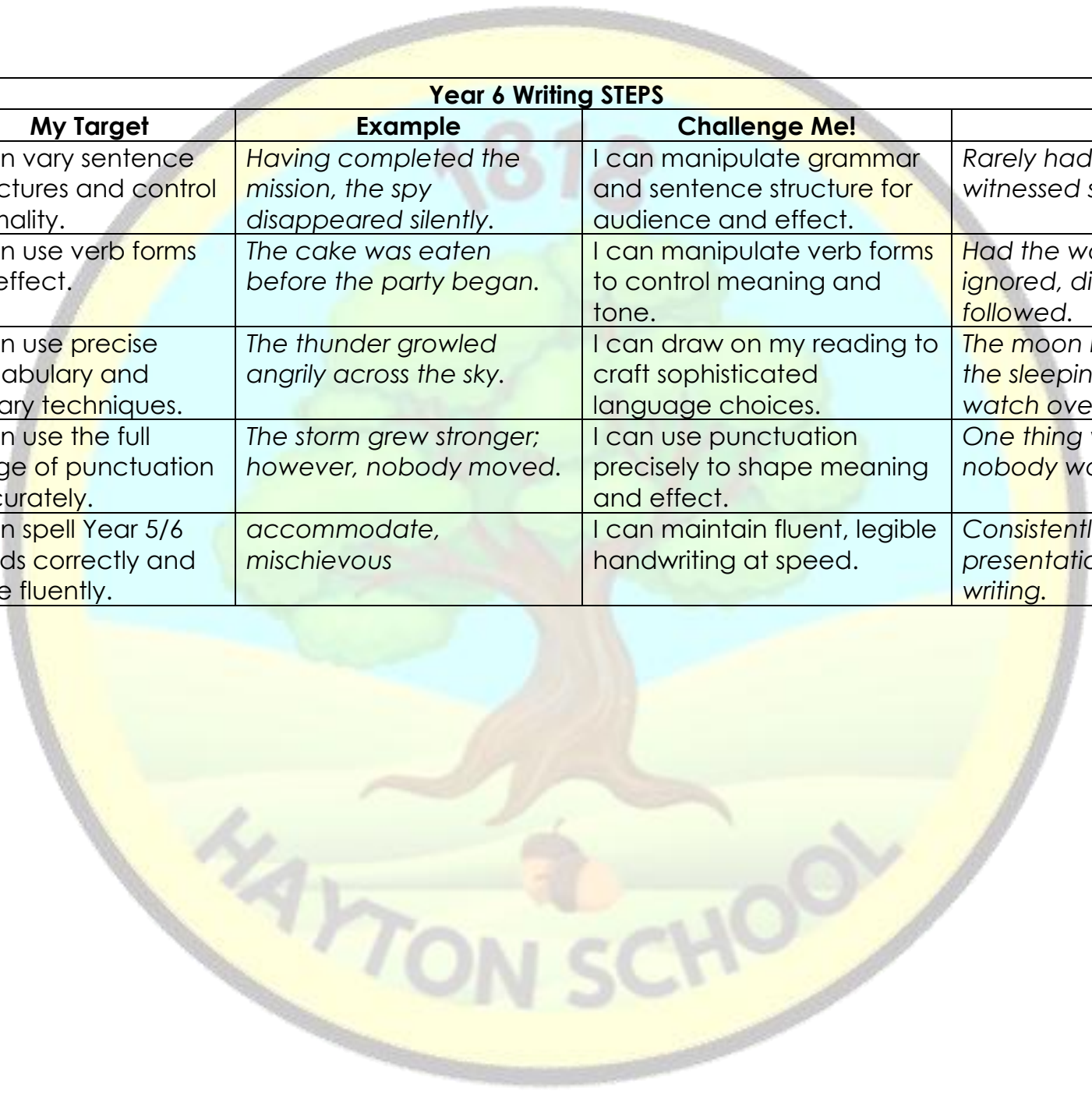
Year 3 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use conjunctions, adverbs and prepositions.	<i>After lunch, we quickly walked home.</i>	I can organise my ideas into paragraphs.	<i>First, we explored the castle. Later, we climbed the tower.</i>
Tenses	I can use present, past and present perfect tense.	<i>I have finished my homework.</i>	I can keep my tense accurate across my writing.	<i>We had explored the cave before night fell.</i>
Effective Vocabulary	I can choose precise words.	<i>The gloomy cave echoed loudly.</i>	I can use vocabulary to engage the reader.	<i>The crumbling castle loomed menacingly above the village.</i>
Punctuation	I can use speech marks correctly.	<i>"Come here!" shouted Ben.</i>	I can use punctuation securely and accurately.	<i>"Wait for me," whispered Mia nervously.</i>
Spelling & Handwriting	I can spell words with prefixes and suffixes.	<i>unhappy, replay</i>	I can edit my spellings independently.	<i>disappear, bicycle, important</i>



Year 4 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can open sentences in different ways and organise ideas into paragraphs.	<i>Without warning, the lights went out.</i>	I can use paragraphs to develop atmosphere and organise ideas.	<i>Meanwhile, inside the castle, the king prepared for battle.</i>
Tenses	I can keep my tense correct throughout my writing.	<i>She had walked home before the rain started.</i>	I can use perfect forms confidently.	<i>The children had already escaped before the dragon arrived.</i>
Effective Vocabulary	I can choose words that help my reader picture the scene.	<i>The icy river shimmered beneath the moonlight.</i>	I can deliberately choose language to create atmosphere.	<i>The eerie forest creaked and groaned in the darkness.</i>
Punctuation	I can punctuate speech correctly.	<i>"Stop!" yelled Jake.</i>	I can begin using brackets, colons and hyphens.	<i>There was only one choice: run.</i>
Spelling & Handwriting	I can spell Year 3/4 words correctly.	<i>favourite, believe</i>	I can spell accurately and write fluently.	<i>experience, accidentally, strength</i>



Year 5 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can use relative clauses, modal verbs and varied sentence structures.	<i>The boy, who was covered in mud, smiled proudly.</i>	I can manipulate sentence structures for effect.	<i>Slowly, silently and carefully, the thief crept through the house.</i>
Tenses	I can use perfect and progressive tenses.	<i>She had been waiting for hours.</i>	I can use active and passive voice appropriately.	<i>The treasure was discovered by the explorers.</i>
Effective Vocabulary	I can choose ambitious vocabulary for audience and purpose.	<i>The exhausted traveller staggered across the desert.</i>	I can adapt vocabulary and sentence choices to suit different audiences.	<i>It would be greatly appreciated if you could respond promptly.</i>
Punctuation	I can use brackets, dashes and colons correctly.	<i>You will need three things: rope, water and food.</i>	I can use punctuation to create effect.	<i>The lights flickered — then everything went silent.</i>
Spelling & Handwriting	I can spell difficult words accurately.	<i>conscience, explanation</i>	I can spell most Year 5/6 words correctly.	<i>accompany, interference, pronunciation</i>



Year 6 Writing STEPS				
STEPS	My Target	Example	Challenge Me!	Example
Sentence Variety	I can vary sentence structures and control formality.	<i>Having completed the mission, the spy disappeared silently.</i>	I can manipulate grammar and sentence structure for audience and effect.	<i>Rarely had the villagers witnessed such devastation.</i>
Tenses	I can use verb forms for effect.	<i>The cake was eaten before the party began.</i>	I can manipulate verb forms to control meaning and tone.	<i>Had the warning been ignored, disaster would have followed.</i>
Effective Vocabulary	I can use precise vocabulary and literary techniques.	<i>The thunder growled angrily across the sky.</i>	I can draw on my reading to craft sophisticated language choices.	<i>The moon hung silently above the sleeping town, keeping watch over the world below.</i>
Punctuation	I can use the full range of punctuation accurately.	<i>The storm grew stronger; however, nobody moved.</i>	I can use punctuation precisely to shape meaning and effect.	<i>One thing was certain: nobody was leaving alive.</i>
Spelling & Handwriting	I can spell Year 5/6 words correctly and write fluently.	<i>accommodate, mischievous</i>	I can maintain fluent, legible handwriting at speed.	<i>Consistently accurate presentation across extended writing.</i>

	S		T	E	P	S
R	➤ Write simple phrases and sentences			➤ Adventurous vocabulary	CL .	➤ Write recognisable letters, correctly formed ➤ Spelling words using sounds and letters
Y1:	➤ 'and' coordinating conjunction		➤ Past Tense ➤ Present Tense	➤ Adventurous vocabulary	CL . ? !	➤ Correctly formed and sized letters
Y2:	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ And, But, So Coordinating Conjunctions ➤ Noun phrases		➤ Past Tense ➤ Present Tense	➤ Adventurous vocabulary ➤ Adjectives for description	CL . ? ! , ' "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y3:	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ FANBOYS Coordinating conjunctions ➤ Prepositions ➤ Adverbs		➤ Present Tense ➤ Past tense ➤ Past Perfect tense	➤ Adventurous vocabulary ➤ Adjectives and adverbs for description	CL . ? ! , ' " "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y4:	➤ Open sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Adverbials	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions	➤ Present and Past tense ➤ Past Perfect tense ➤ Present Perfect tense	➤ Adventurous vocabulary ➤ Adjectives and adverbs for description	CL . ? ! , ' " "	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y5:	➤ Open sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Adverbials	➤ Extend sentences using: ➤ 'AWHITEBUS' subordinating conjunctions ➤ Prepositions ➤ Relative clauses	➤ Modal verbs ➤ Present and past tense ➤ Past and Present Perfect tense ➤ Past and present Progressive tense	➤ A wide range of ambitious vocabulary used precisely	CL . ? ! , ' " " () - -	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes
Y6+:	➤ Open sentences in a wide variety of ways ➤ Combine and extend sentences in a wide variety of ways ➤ Integrate dialogue into narratives to convey character and action ➤ Control writing including levels of formality and appropriate tone		➤ Use all tenses consistently throughout writing	➤ A wide range of ambitious vocabulary used precisely ➤ Literary features: ➤ Simile, metaphor, figurative language, alliteration, dialect	CL . ? ! , ' " " () - - ... : ;	➤ Joined handwriting ➤ Accurate spelling ➤ Able to correct spelling mistakes

