



Sequence of Learning – Writing

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill we believe that every child is a writer. Every child has something worth saying and our role as educators is to enable children to find their own unique voices.

“The idea is to write it so that people hear it and it slides through the brain and goes straight to the heart” Maya Angelou.

Through high-quality teaching, children will progressively acquire the skills of spelling, handwriting and using the correct punctuation and grammar necessary to express themselves. These skills are essential but children must also be inspired to write. They could be inspired by what they have read, inspired by what they have experienced or inspired to find out more about the world they live in. At Lady Joanna Thornhill we teach writing through exposing the children to a range of high-quality texts, through participating in memorable, hands-on experiences including drama and through exploring issues in the wider world. We expect children to take pride in their writing and all our staff model positive attitudes towards writing.

Writing for the head:

- Being able to communicate clearly through writing is a fundamental skill which is key to academic success.
- Children will use writing as a tool to deepen their learning across the curriculum.

Writing for the heart:

- At Lady Joanna we want to instil a love of writing in all children,
- Children will use their imagination and creativity to engage their readers.
- Children will express their ideas, thoughts and feelings through writing in a wide range of genres.

Writing for the hand:

- By becoming secure in the transcription skills such as handwriting and spelling children learn to communicate effectively.
- By learning to record their ideas quickly and clearly (for example in the form of notes) children can use writing to clarify their thinking processes and help them solve problems.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
Writing ELG Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	Spelling Pupils should be taught to spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • learning to spell common exception words. • learning to spell more words with contracted forms. • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones. • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly. • apply spelling rules and guidance, as listed in English appendix 1. • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Handwriting Pupils should be taught to: • 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.	Spelling Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • 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 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus Handwriting and Presentation Pupils should be taught to 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 • choosing the writing implement that is best suited for a task Writing - composition Pupils should be taught to 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. • noting and developing initial ideas, drawing on reading and research where necessary. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Writing - composition

Pupils should be taught to:

- 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.

Writing - vocabulary, grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in English appendix 2 by:

- learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- précising longer passages.
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- proofread for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 of the National Curriculum programmes of study by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- using passive verbs to affect the presentation of information in a sentence.
- using the perfect form of verbs to mark relationships of time and cause.

	learn how to use: • sentences with different forms: statement, question, exclamation, command. • expanded noun phrases to describe and specify [for example, the blue butterfly]. • the present and past tenses correctly and consistently, including the progressive form. • subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • the grammar for year 2 in English appendix 2. • some features of written Standard English. • use and understand the grammatical terminology in English appendix 2 in discussing their writing.	• using expanded noun phrases to convey complicated information concisely. • using modal verbs or adverbs to indicate degrees of possibility. • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • learning the grammar for years 5 and 6 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing. • using hyphens to avoid ambiguity. • using brackets, dashes or commas to indicate parenthesis. • using semicolons, colons or dashes to mark boundaries between independent clauses. • using a colon to introduce a list. • punctuating bullet points consistently. • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading
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Learning Journey -

Learning for the Head, Heart and Hand



Year R	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Identify or write the 20+ graphemes on hearing corresponding phonemes. Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes e.g. cat, pot.	Use a range of small tools, including scissors, paint brushes and cutlery Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Begin to show accuracy and care when drawing. Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading.	Use the correct pronoun. Use the correct tense in spoken and written language. Write simple phrases and sentences that can be read by others.	Write letters in their name, using a capital letter at the beginning. Begin to use a capital letter to start sentences. Begin to put finger spaces between some words.	With adult support, orally compose meaningful sentences. Write for a range of purposes to include labels, lists and captions. Identify separate words in spoken sentences. Write simple sentences which can be read by themselves and others. Write a label for a drawing/diagram.

		* It is important that aspects of the 'Development Matters' EYFS guidance document relating to gross motor skills are fulfilled to allow the children to 'Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor' before they are able to achieve the fine motor skills.			
Year 1	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Identify or write a grapheme on hearing corresponding phonemes Segment words into phonemes. Spell some words containing each of the 40+ phonemes already taught. Make phonically plausible attempts at spelling other words.	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 the digits 0-9. Form capital letters. Understand which letters belong to which	Know how words can combine to make sentences. Join words and joining clauses using 'and'. Know and use the terminology: • letter • capital letter • word • sentence • singular • plural • punctuation • full stop	Begin to punctuate statements using a capital letter and a full stop. Begin to punctuate questions using a capital letter and a question mark. Begin to punctuate exclamations using a capital letter and an exclamation mark. Use a capital letter for names of people and	Say out loud what they are going to write about after discussion with a teacher. Write down a sentence after rehearsing it. Compose and write sentence independently. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense.

	Divide words into syllables. Spell the 100 common exception words. Spell the days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un–. Use the suffixes –ing, –ed, –er and –est.	handwriting ‘families’ and practise these.	- question mark - exclamation mark.	the personal pronoun ‘I’. Use a capital letter for places and days of the week.	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.
Year 2	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	Form lower-case letters of the correct size relative to one another.	Understand the term noun. Understand the word ‘compound’ and form	Recognise the terms: statement, command, question and exclamations.	Write for a range of purposes including about their own personal experiences, fictional experiences, and poetry. Draw on his or her own reading when writing.

Learn 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. Spell the common exception words. Spell words with contracted forms. Spell words which include possessive apostrophes (singular) Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidance, as listed in the national curriculum.	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.	compound nouns e.g. superman, whiteboard. Understand the term adjective. Form correctly spelt adjectives using suffixes such as -ful, -less. Use suffixes -er, -est to form comparative and superlative adjectives. Understand and use the term adverb. Use suffix -ly to turn adjectives into adverbs e.g. smooth -> smoothly. Use expanded noun phrases to describe and specify. Write some sentences containing co-ordinating clauses by using the following conjunctions: or, and, but. Write some sentences containing a subordinate	Understand how to use sentences with different forms i.e. statement, question, exclamation, command. Consistently punctuate statements using capital letters and full stops. Consistently punctuate commands using capital letters and full stops (or an exclamation mark if appropriate). Consistently punctuate punctuated question using capital letter and question marks. Consistently punctuate exclamations using capital letter and exclamations marks. Use commas to separate items in a list. Use apostrophes correctly to show contraction.	Consider what he or she is going to write before beginning by planning or saying out loud what they are going to write about. Read aloud what he/she has written with appropriate intonation to make the meaning clear. Evaluate the effectiveness of their writing with the teacher and other pupils. Make simple additions, revisions and corrections to their own writing following a conversation with a teacher. Make simple additions, revisions and corrections to their own writing independently.
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	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		clause by using the following conjunctions: when, if, that, because. Understand and use the term verb. Use the past tense mostly correctly and consistently. Use the present tense mostly correctly and consistently. Associate the term 'progressive' with the suffix -ing. Use the past progressive tense to show actions which were in progress. Use the present progressive tense to show actions which are in progress.	Use apostrophes to show singular possession.	
Year 3	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Spell words with the prefixes un-, dis- and mis-.	Write legibly with letters of consistent size and orientation in a cursive style.	Identify Word families based on common root words.	Begin to use inverted commas to punctuate direct speech.	Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation.

	Spell words with the prefixes re- and pre-. Know the rules for adding the suffixes -ing or -ed to root words. Know the rules for adding the suffix -ly to root words. Spell words ending with—sure,—ture and —sion. Spell words containing the ‘i’ sound spelled ‘y’, ‘u’ sound spelled ou, ‘ay’ sound spelled ey, ei or eigh. Spell words with the ‘sh’ sound spelled ch. Spell words with the ‘k’ sound spelled ch. Spell a range of homophones (see spelling progression document). Spell words 1-40 from the Year 3 / 4 word list.		Form nouns using a wider range of prefixes (e.g. auto, anti). Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel. Recognise and use adverbs of manner, time and frequency Recognise and use conjunctive adverbs Recognise and use prepositions to show time e.g. in, during, before, after. Use and know by heart the full range of co-ordinating conjunctions. Recognise and use subordinating conjunctions. Understand and use the terminology: past tense present perfect tense and present tense.	Consistently use apostrophes correctly to show singular possession. Consistently use apostrophes correctly to show contraction.	Use headings and sub-headings to aid presentation Plan his/her writing by discussing similar writing. Plan his her writing by recording ideas within a given structure. In narrative writing, describe characters and settings. In narrative writing, create simple plots. Evaluate and edit by assessing the effectiveness of his/her own writing Proof-read for spelling and punctuation errors linked to the year 3 curriculum. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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			Consistently use the simple past and present tenses correctly.		
			Begin using the present perfect form of verbs instead of the simple past in order to show that an action is on going/ having an effect on the present.		
Year 4	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Distinguish between spelling and meaning of homophones.	Use horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Know the grammatical difference between plural and possessive – s.	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)	Use of paragraphs to organise ideas around a theme.
	Investigate, collect and classify spelling patterns related to the information of plurals.	Increase the legibility, consistency and quality of my handwriting by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Use fronted adverbials.	Use of commas after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)	Make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
	Learn to spell words with common letter strings – e.g. ai, ei, ey, igh, ture, sure.		Use expanded noun phrases.		Plan his/her writing by discussing writing similar and recording ideas.
	Understand how suffixes change the function of words, ation, -ous, -sion.		Use and understand the terms pronouns and possessive pronouns.		Draft and write by composing and rehearsing sentences orally (including dialogue).
	Add the prefixes: sub, inter, super, anti, auto,		Know the difference between its and it’s.	Use of commas after fronted adverbials.	Draft and write by organising paragraphs around a theme.
			Use correct standard English.	Use apostrophes correctly to mark plural possession.	In narratives, create settings and characters with consideration for the audience and purpose.
			Understand and use the term determiner and		

	in, im, il and ir to root words. Add the suffix –ation to root words. Know the rules for adding -ous to words. Spell words ending in -tion, -sion, -ssion, or -cian. Spell words with the ‘g’ sound spelt ‘gue’ Spell words with the ‘k’ sound spelt ‘que’. Spell a range of homophones (see spelling progression document). Spell words 41-100 from the Year 3 / 4 word list. Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.		associate them with nouns. Recognise and use a wide range of determiners including: articles, demonstratives, quantifiers, numerals and ordinals.		Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. Proofread for errors linked to year 4 curriculum. Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Year 5	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Spell words with the letter string 'ough'. Spell words ending in -cious, -tious, -cial, -tial, -able, -ible, ably, -ibly. Spell words with silent letters: u, b, w, g, t, k, l, n and p. Spell word with the ie sound spelt ei after c. Spell words ending in -ant, -ance, -ancy, -ent, -ence, -ency. Spell words 1-50 from the Year 5 and 6 word list. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.	Write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. Understand verb prefixes dis-, de-, mis-, over- and re.	Brackets, dashes or commas to indicate parenthesis. Confidently use apostrophes including with irregular plurals. Use commas to demarcate subordinate clauses (including relative clauses). Use commas to demarcate fronted adverbs and adverbials. Use commas when someone is addressed by name e.g. 'Let's eat, Grandma!' Use commas to avoid ambiguity and clarify meaning e.g. 'Mangoes which are grown in hot countries are delicious' vs 'Mangoes, which are grown in hot countries, are delicious'.	Use devices to build cohesion within a paragraph. Link ideas across paragraphs using adverbials of time, place and number. Link ideas across paragraphs using tense choices e.g. he had seen her before. Plan his/her writing by identifying the audience and purpose of the writing, using other similar writing as models. Discuss how authors have developed characters and settings and atmosphere and use this as a model for their own writing. In narrative, integrate dialogue to convey characters. Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Proof-read for punctuation, spelling and grammar errors linked to the year 5 curriculum.

	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.			Use the perfect form of present and past tense verbs to mark relationships of time and cause.	Perform his/her own compositions, using appropriate intonation considering audience using appropriate intonation, volume and movement.
Year 6	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	Spell words 51-100 from the Year 5 and 6 word list. Know and apply the rule: “i before e except after c, when the sound is double e!” and know the exceptions. Use a hyphen to join prefixes which end with vowels to words which begin with vowels. Use a hyphen to create compound words. Add suffixes beginning with vowel letters to words ending in –fer. Distinguish between near homophones by	Write legibly and fluently with increasing speed using joined-up handwriting.	Difference between vocabulary used for formal and informal speech and writing. Difference between structures used for formal and informal speech and writing e.g. the use of question tags. Exercise an assured and conscious control over levels of formality. Understand and use the subjunctive form of verbs to express a hypothetical situation. Understand and use the subjunctive form of verbs to express wishes, requests and commands more formally.	Understand how hyphens can be used to avoid ambiguity. Use colons to begin lists. Use semi-colons to separate items in a list. Use semi-colon, colon and dash to mark the boundary between independent clauses. Use the full range of punctuation taught at key stage 2: apostrophes, semi-colons, dashes, colons, hyphens, inverted commas and, where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.	Use own knowledge to plan, draft, write and edit own compositions. Describe settings, characters and atmosphere. Plan his/her writing by identifying the audience and purpose of the writing. Distinguish between the language of speech and writing and choosing the appropriate register. Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. Plan his/her writing of narratives through reasoned consideration of how authors have developed character, settings and atmosphere in what they have read. Integrate dialogue to convey character and advance the action. Write highly effectively for a range of purposes by drawing independently on what

	knowing that usually nouns end in –ce and verbs end in –se. Spell the more homophones (see spelling progression document). Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Use a thesaurus with confidence		Use the passive to affect the presentation of information in a sentence. Understand how words are related by meaning as synonyms and antonyms. Understand the terminology subject and object and identify these in sentences.		he/she. e.g. using literary language, characterisation, structure. Draft by accurately précising longer passages. Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. Proof-read for spelling, punctuation and grammar errors linked to year 6 curriculum. Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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