

Bollin Primary School



Growing hearts and minds together

Bollin Primary School
Writing Framework Bollin's English Process
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Vision and Aims:

At **Bollin Primary School** we place a high importance on children developing a life-long love of writing and strive to provide a rich and inspiring English curriculum for this to be achieved. We believe it is vital that our children develop the skills and knowledge not only to be 'secondary school ready' but to go on to become confident and effective communicators in the outside world.

Our aims for the teaching and learning of writing are that all children should:

- Be able to write effectively, for different **purposes and audiences** and for enjoyment. To write with neat handwriting, correct spelling and accurate punctuation and grammar.
- Be able to communicate effectively and with confidence using Standard English.

Intent:

At Bollin Primary School, our curriculum design ensures that **high quality texts** are used in all year groups as a stimulus for writing.

We then follow an **English Process** whereby children become immersed in the world of the text and are **hooked in**. They have the time to explore the subject matter through rich discussion, questioning and drama ensuring children develop key skills in Speaking and Listening.

Alongside our **Reading Framework**, the English Process provides a valuable context for the teaching of Reading. Our children are supported in interrogating texts and using visual cues to clarify meaning, enhance their understanding of the subject matter and build a mental model of what they are reading. We encourage children to *play with language* as they harvest vocabulary from the text and define it; they recognise why the author used certain words and how these vocabulary choices contribute to meaning.

Once the children have explored its features, interrogated a text, and developed their own ideas, the text then becomes a **driver for writing**. Children work towards a final written outcome and our units of work focus around **audience and purpose** so that they are able to reason and explain why they are writing in this way.

Within our English Process, we seek to **understand the grammar which sits behind a text**; sentence work and incidental writing tasks provide opportunities and a context for children to **apply and embed** their learning.

Children then bring their ideas together and plan their final written piece using **Boxing Up** to organise their writing before they draft. Key skills in **composition and transcription** are taught before the children edit their writing as they draw on feedback from both the class teacher and their peers to **progress their writing**.

The children's final written outcome appears in their **Golden Book**. Children at Bollin Primary School take **pride** in their Golden Book and will use its pages to lovingly craft their final draft; they are encouraged to pay close attention to their handwriting and presentation and so the final piece becomes more than a piece of writing –it becomes a celebration of all they have learnt and has a clear **audience and purpose**.

By the time children leave Bollin Primary School, we aim to ensure they are proficient, independent writers.

Early Years

Building Language, Vocabulary and a Love of Reading

At Bollin Primary School, leaders place a significant emphasis on the development of children's language and vocabulary from the very beginning of their educational journey. We recognise that strong communication skills underpin future success in reading, writing and learning across the curriculum.

Our approach is informed by the principles outlined in The Writing Framework (July 2025) which states that *"the reception year builds the foundations for writing"* and that these foundations support children throughout primary school and beyond.

We recognise that *"writing composition depends on language"* and therefore creating language-rich environments, immersing children in high-quality texts and providing meaningful opportunities for talk are central priorities throughout the Early Years Foundation Stage.

Developing oracy lies at the heart of our Early Years curriculum. Children are encouraged to talk about texts, explore ideas, ask questions and communicate their thinking through carefully structured opportunities for discussion and conversation. Through rich interactions with adults and peers, children continually develop vocabulary, deepen understanding and build confidence in expressing themselves.

To ensure consistency and quality across the provision, all Early Years staff and school leaders have received training in both the evidence-informed **SHREC** approach and **Drawing Club**, enabling a shared understanding of how children develop language, vocabulary, communication and early writing.

The SHREC Approach

Central to our practice is the evidence-informed SHREC approach:

- **Share Attention**
- **Respond**
- **Expand**
- **Conversation**

All Early Years staff and school leaders have received training in SHREC and understand the crucial role they play in developing children's language. The Writing Framework highlights the importance of **"high-quality interactions between children and adults"** and identifies language development as fundamental to later writing success.

Through deliberate and skilful SHREC interactions, adults engage children in sustained conversations that develop vocabulary, sentence structure, thinking and understanding. Rather than simply correcting language, adults build upon children's contributions, extending vocabulary and modelling increasingly sophisticated language structures.

The framework highlights that children need opportunities to *"share and elaborate on their ideas"* and should be **"encouraged and supported by adults who are effective at modelling high-quality language and questioning sensitively."**

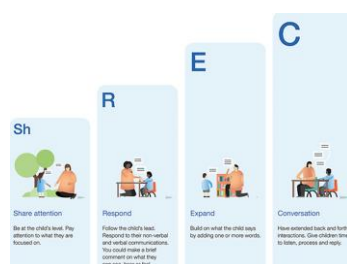
For example, if a child says:

"The tiger is eating."

An adult may respond:

"Yes, the enormous tiger is devouring all of the food because he is extremely hungry."

In this way, vocabulary is explicitly taught within meaningful contexts and children are supported to use increasingly sophisticated language.



Nursery

In Nursery, this journey begins through the sharing, enjoyment and exploration of high-quality texts. Stories, traditional tales, nursery rhymes, songs and poetry are read, reread and celebrated as children begin to understand that books can entertain, inform and inspire. Practitioners use stories to develop children's listening and attention, introduce new vocabulary and create opportunities for meaningful talk.

Language development extends across all areas of provision. Children engage in imaginative play, small-world activities, outdoor learning, creative experiences and investigation, all of which provide opportunities to build vocabulary and communication skills. Adults sensitively model language, extend children's thinking and support them in articulating their ideas.

Mark-making is encouraged throughout the environment, enabling children to experiment with making meaning through symbols, drawings and early writing attempts. Children begin

to understand that marks can communicate thoughts, represent experiences and support storytelling, laying the foundations for later writing.

Reception

In Reception, children continue to develop their language through a carefully planned programme of high-quality literature. Teachers select core texts on a fortnightly basis, ensuring that they are rich in opportunities for discussion, vocabulary development and imaginative exploration.

For each text, key vocabulary is identified in advance. This vocabulary is explicitly taught, revisited and displayed within the classroom environment. Staff consistently model these words during teaching, provision and interactions, supporting children in understanding and applying new language across different contexts.

Oral rehearsal remains at the centre of learning. The Writing Framework states that children should be taught to *"compose simple sentences orally"* and that oral composition should be prioritised whilst children are developing the transcription skills needed for independent writing.

Children are encouraged to discuss characters, settings, events and ideas before attempting to record them. Through this process, children develop confidence as speakers, thinkers and communicators.

Drawing Club

Drawing Club is introduced early in the Autumn Term and forms a vital part of our approach to developing language, creativity and early writing.



The Writing Framework states that whilst children are developing handwriting and spelling skills, *"the majority of composition will be oral"* and that children should be taught to *"compose simple sentences orally, preparing the ground for writing sentences later."*

Children explore carefully chosen texts through discussion, imagination and drawing. They investigate characters, settings and the wider world of the story while being encouraged to generate ideas, predict events and create their own responses.

Using A4 yellow exercise books containing wide rulings and generous drawing space, children begin by creating simple illustrations inspired by the text. Through teacher modelling and structured discussion, they progress from oral labels and individual words to simple phrases and eventually complete sentences.

Drawing Club provides a powerful bridge between spoken language and writing. Children are given extensive opportunities to orally compose language before recording it, ensuring

that ideas are secure before they attempt to write them. The approach reduces cognitive load by allowing children to focus on generating ideas, developing vocabulary and constructing sentences before transcription becomes the primary focus.

All Reception staff and school leaders have received Drawing Club training, ensuring a consistent and high-quality approach across the setting and a shared understanding of how oral language, imagination, drawing and writing work together to develop young writers.

Early Writing Development

As children begin the [Little Wandle phonics](#) programme and [Little Wandle Handwriting](#), their ideas increasingly come to life through writing.

The Writing Framework emphasises that *"to make sure children get off to the best start, and to give them the best chance of later success in writing, the emphasis in reception should be on building the foundations for it: transcription and composition."*

The framework further states that *"learning to control a pencil to form letters, then words and then sentences means their minds are free to concentrate on the ideas they want to convey."*

Children work towards securing Phase 2 phonemes during the Autumn Term and begin to understand the relationship between sounds (phonemes) and the letters that represent them (graphemes). As their phonics knowledge grows, they are increasingly able to encode words and record their ideas independently.

Regular practice takes place through:

- Daily Little Wandle phonics sessions.
- Application activities using lined whiteboards.
- Discrete Little Wandle Handwriting sessions.
- Opportunities for independent writing throughout continuous provision.

Particular emphasis is placed upon securing the technical foundations of writing through the **4Ps**:

- **Posture**
- **Paper Position**
- **Pencil Grip**
- **Practice**

These fundamental skills support children in developing fluency and confidence as writers and reflect the framework's emphasis on explicit instruction in handwriting, physical development and correct writing habits from the start of Reception.

Developing a Writer's Identity

It is essential that children have regular opportunities to write for purpose throughout the learning environment. Writing opportunities are carefully woven throughout continuous provision so that children begin to see themselves as writers.

For some children, this may involve creating a shopping list in a role-play area. For others, it may involve making marks to represent ingredients for a cake, drawing a map, creating a ticket or recording ideas from an investigation.

While these early marks may not resemble conventional writing, they represent an important stage in understanding that symbols, letters and words carry meaning. They are the first steps in helping children discover how language can unlock their world, communicate ideas and enable them to participate fully in learning.

The Writing Framework reminds us that children should not be rushed into extended writing. It states that they **"should not be expected to produce extended pieces of writing"** and that teachers should focus on **"developing the quality of children's writing (letter formation and spelling) and not the length."**

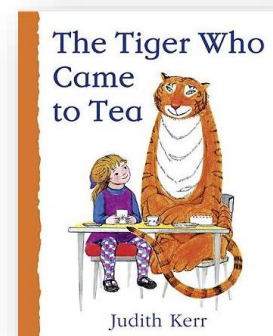
Throughout this process, oral composition remains fundamental. Through SHREC interactions, adults skilfully develop children's language, helping them move from simple statements to increasingly detailed and sophisticated explanations. The quality of talk directly influences the quality of children's thinking and, ultimately, their writing.

Example: *The Tiger Who Came to Tea*

Vocabulary Development

Teachers may identify and explicitly teach vocabulary such as:

- enormous
- feast
- gobble
- devour
- thirsty
- disappearing
- surprised
- exhausted
- striped



These words would be displayed, modelled and revisited throughout the fortnight.

SHREC in Action

Child:

"The tiger ate the food."

Adult:

"Yes, the enormous tiger devoured the family's dinner. They were amazed at how much he could eat."

The adult expands the language, introduces new vocabulary and extends the conversation.

Continuous Provision Opportunities

Role Play

- Café or tea shop
- Writing menus and shopping lists
- Taking customer orders

Small World

- Retelling the story using puppets and figures
- Creating alternative endings

Construction

- Building Sophie's house
- Designing a tiger enclosure

Creative Area

- Tiger masks
- Story maps
- Character drawings

Writing Area

- Invitations to tea
- Shopping lists

- Letters to the tiger
- Labels and captions

Drawing Club Opportunities

Children might:

- Draw their own tiger character.
- Design a new room that the tiger visits.
- Create a magical tea party.
- Invent a different ending to the story.

Teachers would support oral composition through questions such as:

- "What might your tiger say?"
- "How is Sophie feeling?"
- "What can you see in the kitchen?"
- "What happened after the tiger left?"

Children would be encouraged to orally rehearse responses before recording labels, words, phrases or sentences.

Our Vision for Young Writers

At Bollin Primary School, our Early Years writing curriculum is founded on the principle that successful writing begins with language. Through evidence-informed SHREC interactions, high-quality literature, Drawing Club, Little Wandle Phonics and Little Wandle Handwriting, children develop the communication, vocabulary, transcription and composition skills that underpin future success. In line with The Writing Framework (July 2025) we prioritise oral language, handwriting, spelling and sentence construction, recognising that children must first be able to communicate and compose ideas before they can successfully record them. By focusing on strong foundations, explicit teaching and meaningful opportunities to talk, draw and write, we ensure that every child leaves Reception with the confidence, knowledge and enthusiasm needed to thrive as a writer throughout Key Stage 1 and beyond.

Key Stage 1: In Key Stage1, Children will focus on **applying and securing phonic knowledge** ([see Phonics and Early Reading policy](#)) within writing. They will write sentences from memory including spellings and aspects of grammar they have been taught. They will write for different purposes and will begin to **magpie** vocabulary from the text and generate new vocabulary with the support of the teacher.

In terms of planning, they will be able to say out loud what they want to write before writing it and from Year 2, children will begin Boxing Up as they develop an early understanding of paragraphing. They will be able to edit writing with support from teachers and their peers.

They will learn the grammar ideas identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Key Stage 2:

In Key Stage 2, Children will use phonetic as well as knowledge of morphology and etymology to spell words. They will use dictionaries to identify words they are unsure about and will magpie vocabulary from the text as well as generate new vocabulary which they increasingly use for effect. They will learn to write for a range of purposes and audiences.

They will create a Boxed-Up plan where they bring their ideas together. Children will learn to write with confidence and at length. They will learn how to edit and redraft writing.

Children will learn the grammar aspects identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Implementation

This framework promotes best practice and establishes consistency in Teaching and Learning across the whole school. The English Process aims to ensure that all children are provided with high quality learning experiences to develop their life-long love of learning and to become resilient, reflective communicators.

School Practice

The Curriculum progression plan for Writing ensures that there is a coherent and purposeful sequence to the teaching and learning of Writing. This plan follows the National Curriculum and outlines what children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Medium Term Planning outlines the text chosen, the genre being taught and the sequence of lessons being taught within the unit. These plans include the grammar being taught within the unit as well as any standalone grammar as well as the spelling rules being taught alongside the writing unit.

Vocabulary

There is a large focus on vocabulary during the English Process to support children in developing the language required to write at length. Vocabulary encountered and generated is discussed and children explore meaning, etymology and how to use newly acquired language in context. There is a large emphasis on the retention of vocabulary

through vocabulary books and through the use of Word Thief – a working wall where language can be stored and organised according to word class and which the children are encouraged to interact with and magpie from.

Next steps

In each year group, children are clear on how they can make progress with their writing through the use of age-appropriate writing targets. Teachers use the children's writing targets to develop incremental, achievable next steps for children and will use these alongside end of year expectations to assess the children's writing every half-term (see Assessment)

Writing achievements and progression in knowledge and skills through each year group is celebrated in our **Golden Books** and through termly **Golden Ticket assemblies**.

Educationally Disadvantaged

At Bollin Primary School, we have worked hard to identify children with barriers to learning ([see Educational Disadvantage Model](#)) and teachers plan units of work in English that ensure equal access for all so that vulnerable groups continue to make progress equal to or greater than their peers.

High quality visual texts are used to support children with their reading allowing them to use visual cues to enhance meaning; vocabulary working walls and vocabulary books allow children to access language to deploy in their own writing; discussion, oral-retelling of the story and drama help children to explore their ideas creatively and cater for different learning styles. Some children may benefit from pre-reading the text or using an I-pad to compose their ideas while for others, simply having time to sit and enjoy the text outside the lesson is important. Teachers are mindful of the **discrepancies in children's background knowledge** and time is spent building a context for the subject matter covered with a unit of work and making connections within a text, across other texts the children may know and with their own real-life experiences.

Diversity within quality texts – windows and mirrors.

We are extremely proud of our diverse school community and believe passionately that all texts used in school and found in our school library are representative of the community we serve. As such, quality texts used in the English Process have been carefully selected to serve as *mirrors* so that all children have an opportunity to *see themselves* in a text.

Equally, our quality texts have also been selected to provide important windows into other cultures and other realities and are representative of the world we live in and the challenges many will may never encounter.



Impact

Leadership evaluate the teaching and learning of Writing half termly through lesson visits, planning, book scrutinies and children interviews. Writing data is analysed to identify key groups of childrens and priorities/ areas for improvement so that these can be swiftly addressed.

Assessment is in accordance with the Early Learning Goals (ELG) in Foundation Stage, and the National Curriculum criteria for the end of Key Stage 1 and 2.

Assessment for Learning (formative assessment) is recorded against statements from the national curriculum in the writing assessment grids. This is to support planning and identify individual children and class gaps in knowledge.

Assessment for Learning is carried out through questioning, discussion, observations and the marking of work. The marking of work undertaken during Writing sessions will be in accordance with the school's Feedback and Marking Policy. For further details refer to the Feedback and Marking Policy.

Assessment of Learning (summative assessment) is inputted by class teachers into the schools summative database half-termly to evaluate if children are working towards, at or above the expected standard for their year group. This provides the evidence of learning and achievement, enabling an accurate summative assessment to be made at the end of each school year, and at the end of Early Years Foundation Stage, Key Stage 1 & Key Stage 2.

Writing moderation takes places across phase teams, the whole school and with local community schools across the school year.

Writing Purpose overview Years 1 – 6; 2025-2026 final outcomes

			To entertain	To inform	To persuade				To discuss
Year 1	No such thing as a Snappenpoop – storytelling Jack and the Beanstalk – descriptive writing Traction Man – narrative Thee Little Pigs – Retell; role-play	Year 1	No such thing as a Snappenpoop – storytelling Jack and the Beanstalk – descriptive writing Traction Man – narrative Thee Little Pigs – Retell; role-play	Bollin report –history How to wash a woolly mammoth – instructions Brushetta -instructions					
Year 2		Year 2	Ocean Meets Sky – fantasy narrative Orion and the Dark – character description	Wolves –non chron report Man on the Moon – Diary (informative) Camille -factfile					
Year 3		Year 3	Flotsam –narrative The Journey –diary entry Dreamers –Poetry The Village that vanished –story ending	Stone Age Boy –non chron report Until I met Dudley – explanation text Three By The Sea – newspaper	Edgar advert –persuasive letter The Village that vanished – persuasive letter				

Year 4	Year 4	The Little Shoemaker –narrative retell Lost Happy Endings – narrative Tell Me A Dragon – character description Lost Thing –narrative Performance Poetry Leon and the place between –narrative Frightful Film trailer –suspense writing The River – water poem	Lost Thing –non chronological report Romans –Information text Geography newspaper report				
Year 5	Year 5	Princess' Blankets – innovated fairytale Christmas Truce – poetry Dreamgiver –fantasy narrative FaRther – narrative sequel Watertower – character viewpoint	Masters of Digiverse – leaflet Curiosity –explanation text Varmints –newspaper The Undeclared - biography	Princess' Blankets –formal persuasive letter			Masters of Digiverse – balanced argument
Year 6	Year 6	Journey – narrative The Island –diary entry	The Island – newspaper The Man Who Walked Between the Towers - biography	Journey –formal letter Prefect letter application			Climate/the planet – balanced argument

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Handwriting progression Reception –Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
There is no ELG specific to Handwriting; expectations around handwriting are delivered through the ELG: Write simple sentences which can be read by themselves and others See below	Sit correctly at table, holding pencil comfortably and correctly.					
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another.				
		Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
	Form capital letters .	Write capitals 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.				
	Form digits 0 – 9.	Write digits of the correct size and orientation.				

	Understand which letters belong to which handwriting 'families' and practise these.					
			Increase the legibility , consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write legibly , fluently , with increasing speed by: - choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for the task	

Punctuation and Grammar progression Reception – Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write simple sentences which can be read by themselves and others. [Part of ELG]	<u>Sentence structure</u> How words can combine to make sentences . Joining words and joining sentences using and .	<u>Sentence structure</u> Subordination (using <i>when, if, that, because</i>) and coordination (using <i>or, and, or but</i>). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	<u>Sentence structure</u> Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in because)	<u>Sentence structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. <u>Later that day</u> , I heard bad news).	<u>Sentence structure</u> Relative clauses beginning with who, which, where, why, whose, that, an omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	<u>Sentence structure</u> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)
	<u>Text structure</u> Sequencing sentences to form short narratives.	<u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress.	<u>Text structure</u> Introduction to paragraphs as a way to group related material. Headings & sub-headings to aid presentations Use of the present perfect form of verbs instead of the simple	<u>Text structure</u> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	<u>Text structure</u> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and	<u>Text structure</u> Linking ideas across paragraphs using a wider range of cohesive devices : repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast</i>) and ellipsis .

				past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)		tense choice (e.g. he had seen her before).	Layout devices , such as headings, sub-headings, columns, bullets, tables, to structure text.
		<u>Punctuation</u> Separation of words with spaces . Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I .	<u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling & to mark singular possession in nouns.	<u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.	<u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials .	<u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	<u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
		<u>Terminology</u> o letter, capital letter o word, singular, plural o sentence o punctuation, full stop, question mark, exclamation mark	<u>Terminology</u> o noun, noun phrase o statement, question, exclamation, command o compound, suffix o adjective, adverb, verb o tense (past, present) o apostrophe, comma	<u>Terminology</u> o preposition, conjunction o word family, prefix o clause, subordinate clause, o direct speech o consonant, consonant letter vowel, vowel letter o inverted commas (or 'speech marks'	<u>Terminology</u> o determiner o pronoun, possessive pronoun o adverbial	<u>Terminology</u> o modal verb, relative pronoun o relative clause o parenthesis, bracket, dash o cohesion, ambiguity	<u>Terminology</u> o subject, object o active, passive o synonym, antonym o ellipsis, hyphen, colon, semicolon, bullet points

Writing composition progression Reception – Year 6

Rec/ELG		Y1	Y2	Y3	Y4	Y5	Y6
Write simple sentences which can be read by themselves and others. [Part of ELG]			Develop positive attitudes towards & stamina for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes				
		Plan writing Say out loud what they are going to write about	Plan writing Plan or say out loud what they are going to write about Write idea and/or key words including new vocab.	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		Plan writing - Identify audience and purpose, selecting appropriate form and use other similar writing as model - Note and develop initial ideas, drawing on reading & research where necessary - In writing narratives, consider how authors have developed characters and settings in what childrens have read, listened to & seen performed	
		Drafting and writing Compose a sentence orally before writing.		Drafting and writing Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.		Drafting and writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning	
		Sequence sentences to form short narratives.	Encapsulate what they want to say, sentence by sentence .	Organise paragraphs around a theme		Use a wide range of devices to build cohesion within and across paragraphs .	
						Précis longer paragraphs.	
				In narratives , create settings, characters & plot		In narratives , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	
				In non-narrative material, use simple organisational devices such as headings and sub-headings		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	

			Make additions, revision and corrections to their own writing by: - Evaluating their writing with the teacher or other childrens - Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form	Evaluate & edit: - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences	Evaluate & edit: - Assess the effectiveness of their own and others' writing - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
		Re-read what they have written to check that it makes sense	Proof read to check for errors in spelling, grammar and punctuation	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.
		Discuss what they have written with the teacher or other childrens. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling progression Reception –Year 6

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Use phonic knowledge to write words in ways which match spoken sounds. ELG. Some words are spelt correctly and others are phonetically plausible. ELG Write some common irregular words. ELG	Spell words containing each of the 40+ phonemes already taught	Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly				

			Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.		
		Spell common exception words	Spell common exception words		
			Spell more words with contracted forms		
			Distinguish between homophones and near homophones	Spell further homophones	Continue to distinguish between homophones and other words which are often confused.
		Spell days of the week			
				Spell words that are often misspelt.*	
		Name the letters of the alphabet : - name in order - use letter names to distinguish between alternative spellings of same sound		Use the first two or three letters of a word to check its spelling in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary . Use dictionaries to check the spelling and meaning of words. Use a thesaurus .
		Add prefixes & suffixes : - -s or -es - un- - -ing, -ed, -er and -est (where no change is needed in the spelling of the root words)	Add suffixes to spell longer words: -ment, -ness, -ful, -less & -ly.	Use further prefixes & suffixes and understand how to add them.*	Use further prefixes & suffixes and understand the guidance for adding them
		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.	

			Spell by learning the possessive apostrophe (singular).	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	
					Spell words with silent letters
					Use knowledge of morphology & etymology in spelling and understand that the spelling of some words needs to be learnt specifically.*

Reading Progression Reception -6: Word reading

Reading Progression Reception -6: Word reading

Rec/ELG		Y1	Y2		Y3	Y4	Y5	Y6
Use phonic knowledge to decode regular words and read them aloud accurately. ELG		Apply phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.					
Read some common irregular words . ELG								
		Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.					
		Read accurately by blending sounds in unfamiliar						

		words containing GPCs that have been taught.				
		Read common exception words , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words , noting unusual correspondence between spelling & sound and where these occur in the word.		Read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word.	
		Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.				
		Read other words of more than one syllable that contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs.			
		Read words with contractions , e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).				

			Read most words quickly and accurately, without overt sounding & blending , when they have been frequently encountered.		
		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.		
		Re-read these books to build up their fluency & confidence in word reading.	Re-read these books to build up their fluency & confidence in word reading.		
			Read words containing common suffixes .	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Reading Progression
Rec-6: Comprehension¹

Reading Progression
Rec-6: Comprehension¹

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop reading, read, and by:	pleasure motivation understanding in to	Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they have read by:	
	Listening to & discussing a wide range of poems, stories & nonfiction at a level beyond that at which they can read independently	Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their					

	own experiences			
		Discussing the sequence of events in books & how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .	Reading books that are structured in different ways and reading for a range of purposes .
			Using dictionaries to check the meaning of words that they have read.	
	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.	Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
				Recommending books that they have read to their peers, giving reasons for their choices.

	Recognising & joining in with predictable phrases	Recognising simple recurring literary language in stories & poems.		
		Discussing their favourite words & phrases.	Discussing words & phrases that capture the reader's interest and imagination.	
			Identifying themes & conventions in a wider range of books.	Identifying & discussing themes & conventions in and across a wide range of writing.
				Making comparisons within & across books.
			Recognising some different forms of poetry (e.g. free verse, narrative poetry).	
	Learning to appreciate rhymes & poems , and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear.

				clear to an audience.
		Being introduced to non-fiction books that are structured in different ways.		
	Discussing word meanings , linking new meanings to those already known.	Discussing & clarifying the meaning of words , linking new meanings to known vocabulary.		

Reading Progression Rec-6: Comprehension²

Reading Progression Rec-6: Comprehension²

Rec/ELG		Y1	Y2	Y3	Y4	Y5	Y6
Read & understand simple sentences. ELG Demonstrate understanding when talking to others about what they have read. ELG		Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by		Understand what they read by:	
		Drawing on what they already know or on background information & vocab provided by the teacher.		Drawing on what they already know or on background information & vocab provided by the teacher.			
		Checking that the text makes sense to them as they read & correcting inaccurate reading.		Checking that the text makes sense to them as they read & correcting inaccurate reading.		Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.	
		Discussing the significance of the title & events					

		Making inferences on the basis of what is being said & done	Making inferences on the basis of what is being said & done	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.
		Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated & implied	Predicting what might happen from details stated and implied.
			Answering & asking questions	Asking questions to improve their understanding of the text.	Asking questions to improve their understanding.
					Provide reasoned justifications for their views.
					Discuss & evaluate how authors use language , including figurative language, considering the impact on the reader.
				Identifying main ideas drawn from more than one paragraphs & summarise these.	Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.

				Identifying how language, structure & presentation contribute to meaning.	Identifying how language, structure & presentation contribute to meaning.
				Retrieve & record information from non-fiction..	Retrieve, record & present information from nonfiction .
					Distinguish between statements of fact & opinion .
		Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.
		Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both		Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and

			those that they listen to & those that they read for themselv es.		using notes where necessary.
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