



	Transcription	Composition
Nursery	<p>Develop manipulation and control.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
Reception	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Practise using a range of tools to make marks, inside and outside to build control and co-ordination.</p>	<p>Make shapes, straight and curved lines, circles, dots, zig zags and other marks in a range of contexts before moving onto letter shapes.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Year 1	<p>Sit correctly at table.</p> <p>Hold pencil comfortably and correctly.</p> <p>Form digits 0-9 correctly.</p> <p>Form lower case and capital letters starting and finishing in correct place.</p>	<p>Rehearse a sentence orally before writing.</p> <p>Read own writing aloud to check for sense.</p> <p>Sequence sentences to form short stories.</p> <p>Sequence sentences in chronological order to recount an event/experience.</p> <p>Use adjectives for description.</p> <p>Recognise some structures of fiction and non-fiction with support.</p>



<p>Year 2</p>	<p>Use some diagonal and horizontal strokes to form letters. Understand which letters are best unjoined. Use spaces between words that reflects the size of letters. Form lower case letters and capitals of the correct size. Begin to join letters with a focus on different pairs and groups of letter strings.</p>	<p>Develop stamina by writing for different purposes. Discuss and plan writing with some jottings. Write simple dictated sentences from memory. Rehearse, write and read what they want to say sentence by sentence. Use new vocabulary from reading. Recognise some structures of fiction and non-fiction. Evaluate writing by proof-reading to make simple additions and corrections to improve effect, sometimes independently and sometime with an adult.</p>
<p>Year 3</p>	<p>Write with increasing legibility, consistency and quality with a focus on joining more confidently. Begin to: Use the diagonal and horizontal strokes needed to join letters with greater accuracy. Understand which letters are better unjoined when adjacent (b,p,s,x)</p>	<p>Begin to use ideas from their own reading and modelled examples to plan writing. Discuss models of writing, thinking about audience and purpose. Plan writing in a variety of ways (timelines, spider diagrams etc). Write non-narrative using simple organizational devices. Write a narrative with clear structure, setting and plot, developing resolutions and endings in narrative. Compose and rehearse sentences orally with a wider range of structures (see SPaG ladder). Choose ambitious vocabulary. Begin to organise paragraphs around a theme. Create characters and settings. Proofread to check for errors (with increasing accuracy) and to make improvements. Propose changes to grammar and vocabulary to improve consistency and create effects.</p>



Subject Skills and Knowledge Ladder	Writing	CAT: Communication
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Year 4	<p>Write legibly and maintain consistency and quality of handwriting. Use the diagonal and horizontal strokes needed to join letters Understand which letters are better unjoined when adjacent (b,p,s,x)</p> <p>Evidence of confident joining in independent writing, particularly in English books.</p>	<p>Write simple dictated sentences from memory with appropriate punctuation Plan writing using models appropriate to text type Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see SPaG ladder) Create a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices). Organise narrative into a clear sequence applying the 5 part story structure, managing pace and developing an ending that closes the narrative appropriately Organise writing into paragraphs around a theme/topic to add cohesion and to aid the reader. Include key vocabulary and grammar choices linked to style of writing Create detailed settings and characters Proofread consistently and amend writing to correcting errors in grammar, punctuation and spelling and add nouns/pronouns for cohesion.</p>
Year 5	<p>Choose best writing implement for task. Begin to develop personal style and choose which letter shapes to use.</p> <p>Confidently joining in independent writing across the curriculum.</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing (e.g. model texts) as models for their own. Produce sustained and accurate writing from different narrative and non-fiction genres applying appropriate structure, organisation and layout devices for a range of audiences and purposes. Adapt writing to suit purpose (entertain, persuade, inform) and a range of audiences (e.g adopt a friendly tone in adverts, formal in reports). Organise writing into TIP TOP paragraphs that are extended and developed. Link ideas within paragraphs using adverbials, and manage shifts in time and place effectively by applying SPaG knowledge. Develop characters through action, description and well-punctuated dialogue. Describe settings and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Add well-chosen detail, such as expanded noun phrases, to interest reader. Proofread to ensure accuracy and avoid redundancy.</p>



Year 6

Produce legible joined writing and develop own personal fluent style.
Choose and **use** appropriate writing style and presentation to suit the task.

Develop initial ideas and **plan** writing, drawing on reading and research where necessary.
Apply further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Organise writing into paragraphs accurately.
Use a wide range of devices to build cohesion within and across paragraphs.
Use thesaurus to build vocabulary of antonyms and synonyms. **Recognise** how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements.
Adapt vocabulary and grammar to suit audience and purpose.
Create atmosphere and describe setting through use of figurative language and appropriate vocabulary.
Integrate dialogue to convey character and advance action.
Add detail by using expanded noun phrases to add precision, detail and qualification.
Write effectively for a range of purposes and audiences, **selecting** the appropriate form and **drawing** independently on what they have read as models for their own writing (including literary language, characterisation, structure etc).
Distinguish between the language of speech and writing and **choose** the appropriate level of formality.
Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
Evaluate writing as a matter of course and **propose** changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Proofread to ensure high levels of accuracy for spelling and punctuation.
Redraft to make effective changes to impact the reader