

English Pathway - Writing

	Nursery	Reception	Year1	Year 2	Expectation
Spelling and word building	Listening to environmental sounds Singing nursery rhymes Listening to others Engaging in speaking to others	Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> <p>Use the spelling rule for adding -s or -es as the plural marker for</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn 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.</p> <p>Learn to spell common exception words distinguish between homophones and near-homophones.</p> <p>Learn the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Show awareness of</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Spell many common exception words</p> <p>Spell most common exception words</p>

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			<p>nouns and the third person singular marker for verbs.</p> <p>Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from Appendix 1</p>	<p>silent letters in spelling e.g. knight, write.</p> <p>Use –le ending as the most common spelling for this sound at the end of words.</p> <p>Apply spelling rules and guidelines from Appendix 1</p>	
Handwriting	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Write with their dominant hand using a tripod grip.</p> <p>Give meaning to their writing.</p> <p>Form lower case and capital letters correctly.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ and to practise these.</p> <p>Produce recognisable letters and words to convey meaning another</p>	<p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>

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	<p>fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>Write some letters accurately.</p>		<p>person can read writing with some mediation.</p>		
Transcription		<p>Dictation in line with the phonics taught building in length e.g. a cat, it is a cat, it is a big cat, it is a big black cat on a mat.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	
Contexts for writing	<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; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>Write their names. Write labels.</p> <p>Write captions.</p> <p>Write lists.</p> <p>Write narratives.</p> <p>Write in response to a range of stimuli.</p> <p>Write descriptions</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p>	
Composition	<p>Verbal storytelling</p> <p>Show awareness of rhyme and alliteration</p> <p>Begin to be aware of the way stories are structured</p>	<p>Verbal storytelling</p> <p>Children express themselves effectively, showing awareness of listeners' needs</p>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence orally before writing it</p>	<p>Develop positive attitudes towards and stamina for writing</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>

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	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Develop own narratives and explanations by connecting ideas or events</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Write sentences by sequencing sentences to form short narratives</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>	<p>Write about real events, recording these simply and clearly</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>
Text structure	<p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell a simple past event in correct order (eg went down slide, hurt finger)</p>	<p><u>Introduce:</u> Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally... happily ever after</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u> Fiction: Planning Tools: Story map / story mountain (refer to story types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u> Fiction: Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (refer to story types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	

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		<p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Understanding - beginning /middle /end to a story</p> <p>Understanding – 5 parts to a story: Opening e.g. Once upon a time... Build-up e.g. One day... Problem / Dilemma e.g. Suddenly, Unfortunately, Resolution e.g. Fortunately... Ending e.g. Finally...</p> <p>Non-fiction: Planning tools: text map Heading Introduction Opening factual statement Middle section(s) - simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence</p>	<p>Understanding - 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away... One cold but bright morning... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation</p> <p>Non-Fiction : Secure use of planning tools: Text map 'Boxing –up' grid Introduction - Heading Hook to engage reader Factual statement / definition Opening question</p>	

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				<p>Middle section(s) - Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	
Sentence Construction	<p>Say simple sentences</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><u>Introduce:</u> Simple sentences</p> <p>Simple Connectives: and who until but</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u> Types of sentences: Statements Questions Exclamations</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u> Types of sentences: Statements Questions Exclamations Commands</p>	

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		<p>Say a sentence, write and read it back to check it makes sense</p> <p>Compound sentences using connectives (coordinating conjunctions) and / but -‘ly’ openers Luckily / Unfortunately,</p> <p>‘Run’ - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat</p>	<p>Simple Connectives: and, or, but, so, because, that, then, that, while, when, where</p> <p>Also as openers: While, when, where -‘ly’ openers: Fortunately, unfortunately, sadly,</p> <p>Simple sentences e.g. I went to the park The castle is haunted</p> <p>Embellished simple sentences using adjectives E.g. The giant had an enormous beard Red squirrels enjoy eating delicious nuts</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so eg The children played on the swings and slid down the slide</p>	<p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly,</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: Adjectives e.g. The boys peeped inside the dark cave Adverbs e.g. Tom ran quickly down the hill</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried</p> <p>The Vikings, who came from Scandinavia, invaded Scotland</p>	

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			<p>Spiders can be small or they can be large Charlie hid but Sally found him It was raining so they put on their coats</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest There are many children who like to eat ice cream</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until</p> <p>e.g. While the animals were munching breakfast, two visitors arrived during the Autumn, when the weather is cold, the leaves fall off the trees</p> <p>Use long and short sentences: Long sentences to add description or information Use short sentences for emphasis Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat</p>	

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				African elephants have long trunks, curly tusks and large ears	
Grammar and punctuation	Introduce capital letters	<p>Use finger spacing.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Leave spaces between words.</p> <p>Join words and joining clauses using "and".</p> <p>Use familiar adjectives to add detail.</p> <p>Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Use the un- prefix to change meaning of adjectives/adverbs.</p> <p>Combine words to make sentences, including using and. Sequence sentences to form short narratives.</p> <p>Separate words with spaces use sentence demarcation (. ! ?).</p> <p>Use capital letters for names and pronoun 'I')</p>	<p>Use expanded noun phrases to describe and specify.</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time connectives. Use coordination (using or, and, or but). Use commas in lists.</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use subordination and co-ordination</p> <p>Use apostrophes for omission & singular possession.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p>	<p>Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required</p> <p>Use the punctuation taught at key stage 1 mostly correctly</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p>

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			<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Use extended simple sentences e.g. including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Learn how to use selected grammar for Year 2.</p> <p>Use and understand grammatical terminology when discussing writing.</p> <p>Develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>Full stops and capital letters and question marks use sentence demarcation, exclamation marks and commas in a list.</p> <p>Apostrophes for contracted form and for possession</p>	
Planning and editing	Say out loud what they are going to write.	Say out loud what they are going to write about.	Say out loud what they are going to write about.	Write down ideas and/or key words, including new vocabulary.	

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		<p>Compose a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Compose a sentence orally before writing it.</p> <p>Orally sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Plan what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>	
Word structure/Language	<p><u>Introduce:</u> Determiners The, A, my, his, her,</p> <p>Prepositions: Up, down, in, out</p> <p>Adjectives e.g. old, little, big, small</p> <p>Adverbs</p>	<p><u>Introduce:</u> Determiners The, A, my, your, an, this that, his, her, their, some, all</p> <p>Prepositions: Up, down, in, into, out, to, onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p>	<p>Consolidate Reception list <u>Introduce:</u> Prepositions: Inside, outside, towards, across, under</p> <p>Determiners: The, a, my, your, an, this, that, his, her, their, some, all, lots, of, many, more, those, these</p>	<p>Consolidate Year 1 list <u>Introduce:</u> Prepositions: Behind, above, along, before, between, after</p> <p>Alliteration e.g. wicked witch slimy slugs</p>	

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	e.g. luckily, unfortunately, fortunately	<p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using 'like'</p>	<p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon... slimy snake</p> <p>Similes using as... as... e.g. as tall as a house... as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button Next, wait for the green light to flash</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives</p>	<p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray The river quickly flooded the town</p> <p>Generalisers for information e.g. Most dogs... Some cats...</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as – ful, –less</p>	

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			(negation, e.g. unkind, or undoing, e.g. untie the boat)	(A fuller list of suffixes can be found in the spelling appendix) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	
Performing Writing	Re-tell invented and class stories Perform rhymes of by heart	Re-tell invented and class stories Perform rhymes of by heart	Read aloud their writing clearly enough to be heard by their peers and the teacher Perform poetry of by heart	Read aloud what they have written with appropriate intonation to make the meaning clear Perform poetry of by heart	

Vocabulary

letter	word	sentence	phoneme	grapheme
digraph	trigraph	split digraph	noun	adjective
verb	adverb	conjunction	suffix	prefix
space	capital letter	full stop	question mark	comma
apostrophe	possessive apostrophe	speech marks	exclamation mark	exclamation
statement	command	singular	plural	past tense
present tense	future	compound	contraction	noun phrase
paragraph	recount	non-chronological report	story	information
line	ascender	descender	letter sound	letter name
write	create	plan	instruction	imperative



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*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Greater depth end of KS1 expectations