



Writing Pillar

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, drafting and editing	<ul style="list-style-type: none"> Compose a sentence orally. 	<ul style="list-style-type: none"> Compose a sentence orally before writing. Rehearse a sentence out loud before writing it. 	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary e.g. mind-maps. Sequence what they want to say sentence by sentence. 	<ul style="list-style-type: none"> Use ideas from their own reading and modelled examples to plan their writing. Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning, middle and end). 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 	<ul style="list-style-type: none"> 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. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Link ideas across paragraphs using cohesive devices. 	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs.
	<ul style="list-style-type: none"> Include mark making and early writing in play. 	<ul style="list-style-type: none"> With adult support, begin to make a change to orally composed sentences. 	<ul style="list-style-type: none"> Reread their writing to check that it makes sense to themselves and to an adult. Begin to independently make a change to their writing so that they make their writing better. 	<ul style="list-style-type: none"> Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. Check for errors in spelling, grammar and punctuation with the help of an adult where necessary. 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns. 	<ul style="list-style-type: none"> Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. Proofread to ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. Consistently proofread for spelling and punctuation errors. Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	<ul style="list-style-type: none"> Respond to adult prompts to extend and improve non written work e.g. artwork, construction etc.) 	<ul style="list-style-type: none"> Check written work by reading work back and make changes where necessary with adult support. 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to assess the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> Begin to assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Audience, Purpose and Structure	<ul style="list-style-type: none"> Understand that text communicates meaning (e.g. various form- printed materials, digital screens and environmental print) Gives meaning to marks, symbols and words. Experience a range of text types. 	<ul style="list-style-type: none"> Experience a range of writing opportunities for a wide range of purposes. Understand that stories have a structure (beginning, middle and end). Understand that simple factual sentences linked together based around a theme create a nonfiction text. Apply concepts about print in their writing, e.g. left to right, top to bottom. Understand the purpose of different writing (e.g. lists, captions, narratives) 	<ul style="list-style-type: none"> Use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers in stories and news telling by using adjectives to describe. Begin to write for different purposes: poetry, instructions, letters. 	<ul style="list-style-type: none"> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate, ambitious word choices to add detail, create settings, characters and plot in narratives. Begin to use dialogue to convey a character. 	<ul style="list-style-type: none"> Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g.: text boxes, bullet points etc) Write a range of narratives that are well- structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Use dialogue to convey a character and to start to advance the action. 	<ul style="list-style-type: none"> Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> 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 to 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).
Transcription	<ul style="list-style-type: none"> Make a range of different mark making movements including large and small in preparation for handwriting (including crossing the midline). Manipulates a range of mark making tools, showing a dominant hand. Beginning to develop a pencil grip effectively in preparation for writing using a tripod grip. Talk to an adult scribe about their mark making, drawing or early writing. Include mark making and early writing in play. 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Use a tripod grip of a pencil/pen. Write lower case and capital letters of the alphabet mostly in the correct direction, starting and finishing in the right place. Begin to use appropriate spacing between words. Form digits 0-9 correctly. 	<ul style="list-style-type: none"> Write lower case and capital letters of the alphabet always in the correct direction, starting and finishing in the right place. Master the tripod grip of a pen/pencil. Master the tripod grip of a pen/pencil. Use appropriate spacing between words. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters. 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. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are not joined. 	<ul style="list-style-type: none"> Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. Choose the writing implement which is best suited for a task.

Nursery

Reception

Year 1

Year 2

LKS2

UKS2

<ul style="list-style-type: none"> Phonological Awareness: Nursery-aged children are introduced to the concept of phonological awareness, which involves recognising and manipulating the sounds of language. This may include activities such as rhyming games, clapping out syllables in words, and identifying initial sounds in words. Listening Skills: Children are encouraged to listen attentively to spoken language and to discriminate between different sounds. This may involve activities such as listening to environmental sounds, identifying sounds in the classroom or outdoor environment, and participating in listening games. Phonic Sounds: While the focus in nursery may not be on specific phonemes (individual sounds), children are often introduced to a range of phonetic sounds through songs, chants, and nursery rhymes. This helps to familiarise them with the sounds of the English language and lay the groundwork for later phonics instruction. Language Play: Encourage children to explore and experiment with sounds, words, and language structures. This may include activities such as oral storytelling, role-play, and singing songs with repetitive or rhyming lyrics. Letter Recognition: While formal instruction in letter recognition may be limited in nursery, children are often exposed to letters through print-rich environments, alphabet books, and hands-on activities. They may begin to recognise some letters by name and become aware of the connection between letters and sounds. 	<ul style="list-style-type: none"> Unit 1 a i m s t Unit 2 n o p High Frequency Words: is, a Unit 3 b c g h High Frequency Words: the, l Unit 4 d e f v High Frequency Words: of Unit 5 k l r u High Frequency Words: are Unit 6 j w z High Frequency Words: was Unit 7 x y ff ll ss zz High Frequency Words: all Unit 7 x y ff ll ss zz High Frequency Words: all Unit 8 vcc and cvcc High Frequency Words: come, some Unit 9 ccvc High Frequency Words: to To begin to introduce unit 11 digraphs Unit 7 - 10 Throughout these units, children consolidate previous code knowledge whilst continuing to develop segmenting, blending and phoneme manipulation skills. Children will also be introduced to different word structures including VCC, CVCC, CCVC High Frequency words: all, come, some, to Unit 11 – sh th ck wh ng qu High Frequency Words: there, their, these, what, where, who 	<ul style="list-style-type: none"> Recap double consonants from unit 7, cvcc (particularly n before k e.g. bank, honk, think, sunk) and ‘tch’ in line with NC. Sound /ae/ first spellings Sound /ee/ first spellings Spelling <ea> Sound /oe/ first spellings *start polysyllabic words (division of words into syllables)* Spelling <o> Sound /er/ first spellings Sound /e/ Sound /ow/ Spelling <ow> Sound /oo/ (as in Moon) first spellings Sound /ie/ Spelling <oo> Sound /u/ Spelling <ou> Sound /s/ Spelling <s> Sound /l/ Sound /or/ first spellings Sound /air/ · Sound /ue/ Spelling /ew/ Sound /oy/ Sound /ar/ Sound /o/ Compound words Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our 	<ul style="list-style-type: none"> Teach polysyllabic lessons alongside sound and spelling units ensuring revision of previous sounds <ul style="list-style-type: none"> Two-syllable words Three-syllable words Four-syllable words Adding –ing, -ed, -er, -est and –y to words with one syllable ending in a single letter after a short vowel. Words with the suffixes –ment, -ness, -ful and –less. Spelling /<a> Sound /ae/ more spellings Sound /d/ Sound /ee/ more spellings Sound /i/ Spelling <y> Sound /oe/ more spellings Sound /n/ Sound /er/ more spellings Sound /v/ Sound /oo/ (as in Moon) more spellings Sound /j/ Sound /g/ Spellings <g> Sound /f/ Spelling <gh> Sound /m/ Sound /or/ more spellings Sound /h/ Sound /k/ Sound /r/ Sound /t/ Sound /z/ Sound /eer/ Sound /sh/ (ci, sh, ch, ti – this is not a Sounds-Write unit, see page 240 in Sounds-Write book). Contractions Homophones and near-homophones- taught throughout sounds Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a ‘y.’ Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’ Words with endings that sound like /ch/ is often spelled –‘ture’ unless the root word ends in (t)ch. Words with the prefix ‘re-’ ‘re-’ means ‘again’ or ‘back.’ The prefix ‘dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree. The prefix ‘mis-’ This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. The long vowel /a/ sound spelled ‘ai’ The long /a/ vowel sound spelled ‘ei.’ The long /a/ vowel sound spelled ‘ey.’ Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. Homophones – words which have the same pronunciation but different meanings and/or spellings. The /l/ sound spelled ‘-al’ at the end of words. The /l/ sound spelled ‘-le’ at the end of words. Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’ Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’ Adding the suffix –ly. Words which do not follow the rules. Words ending in ‘-er’ when the root word ends in (t)ch. Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin. Words with the /s/ sound spelled ‘sc’ which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. The suffix ‘-sion’ pronounced /ʒən/ spells some words from the National Curriculum word list for Years 3 and 4 begins to use a dictionary to check spellings can spell words using knowledge of word family <ul style="list-style-type: none"> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’ Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’ The prefix ‘inter-’ means between, amongst or during. The suffix ‘-ation’ is added to verbs to form nouns. The suffix ‘-ation’ is added to verbs to form nouns. The prefix ‘sub-’ which means under or below. Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘-le’ become ‘-ly.’ Adding ‘-ly’ to turn an adjective into an adverb when the final letter is ‘l.’ Word with the ‘sh’ sound spelled ch. These words are French in origin. Adding the suffix ‘-ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’ Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. spell some words from the National Curriculum word list for Years 3 and 4 The ‘ee’ sound spelled with an ‘i.’ The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e. The ‘au’ digraph The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ‘-tion.’ 	<ul style="list-style-type: none"> uses a thesaurus Words ending in ‘-ious.’ Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. Words with ‘silent’ letters at the start. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words spelled with ‘ie’ after c. Words with the ‘ee’ sound spelled ei after c. The ‘i’ before e except after ‘c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings Words containing the letter string ‘ough’ where the sound is /aw/. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. Adverbs of possibility. These words show the possibility that something has of occurring. Words that are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. spells some words from the National Curriculum word list for Years 5 and 6 Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably spells some words from the National Curriculum word list for Years 5 and 6 uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary <ul style="list-style-type: none"> words ending in –tious, -cious words ending in –tial, -cial words ending in –ant, -ent words ending in –ance, -ence words ending in –ancy, -ency, -ough words ending in –ought, -aught, -fer words ending in –able, -ible words with silent letters words ending in –ard hyphenated prefixes spells words from the National Curriculum word list for Years 5 and 6 words ending in –ite, -it, -ate words with /in/ spelled ine words with /een/ spelled ine words ending in –er, -ary words ending in –ar words with the /ice/ sound words ending in –tion words ending in –sion homophones words ending in –cian, -ssion, -ture words ending in –ous, -us words with ou
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- The suffix '-ion' becomes '-sion' when the root word ends in 'ss' or 'mit.'
- The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
- Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
- Homophones – words which have the same pronunciation but different meanings and/or spellings.
- The /s/ sound spelled c before 'i' and 'e'.
- Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
- Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
- spell some words from the National Curriculum word list for Years 3 and 4
- Prefixes – 'super-' 'anti' and 'auto.'
- The prefix bi- meaning two.
- Plural possessive apostrophes
- spell all words from the National Curriculum word list for Years 3 and 4

- words with long /u/ spelled as eu
- words with /sh/ spelled as ch
- words with y-e
- words with the suffix -ist, -est
- words ending in -our, -or
- words with the suffix -er, -or
- words with the suffix -al, -ee
- words with long /e/ spelled as i
- words with soft g
- words with soft c
- words with /f/ spelled ph
- words ending in -eon
- words with the prefix uni
- words with the prefix aer and mal
- words with the prefix fore
- words with other prefixes
- irregular words
- words with gue, que, quiet
- words with long /o/ spelled as o
- uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately