

EYFS Writing	Handwriting	Composition, Vocabulary, Punctuation and grammar	
Vocabulary	Pencil grip, point, letters, formation, vertical, anticlockwise, copy, lines, circles	Phonics sounds, letter names, segment, blend, alphabet, preposition, why, how; past, present, future, narrative, rhyme string, irregular, common words, communicate, write, theme, event, retell, stories, explanations, experience, mark making, explanations	
Knowledge	Correct pencil grip between thumb and two fingers, no longer whole hand grasp, and near the point of the pencil Letter formation for lower case letters	Vocabulary, Punctuation and Grammar Initial sounds in words Segmenting and blending sounds Names and sounds of letters of the alphabet Use vocabulary focussed on objects and people that are important to them Extend vocabulary by grouping and naming, exploring the meaning and sounds of new words Understand why and how questions Past, present and future forms when talking about events Preposition understanding by carrying out an action	Rainbow Grammar Subject, predicate, stop
Equipment	Pencil, paper, crayons, brushes, writing frames		
Skills (End Points)	Draw lines and circles using gross motor skills Copy some letters Show preference for a dominant hand Use anticlockwise movements and retrace vertical lines Form recognisable letters, correctly formed Write their own name	Composition Continue a rhyming string Blend sounds in simple words together Write irregular common words Write words using their phonic knowledge Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Speak and retell a simple past event in correct order, link ideas and stick to a main theme or intention Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Use talk in pretending that objects stand for something else in play Build stories around toys Develop their own narratives and explanations connecting ideas or events Write simple sentences that can be read by themselves	
Text Types and toolkits	F: Repetitive stories, Journey stories, Traditional tales, Losing/ Finding stories NF: Recount, Instructions, Information	5 part story: Beginning, Build Up, Problem, Resolution, Ending	

Year 1	Writing			
Knowledge	Transcription: Spell words containing each of the 40+ phonemes. Spell common exception words. Spell the days of the week. Name the letters of the alphabet, in order. Use letter names to distinguish between spellings of the same sound. Suffixes added for plural nouns and third person singular marker for verbs (-s, -es) Prefix (un-) Use -ing, -ed, -er and -est Write from memory, simple sentences dictated by the teacher.	Handwriting: Sit correctly at a table Hold a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Know which letters belong to which handwriting 'families' and practise them.	Composition Saying aloud what they are going to write about Compose a sentence orally before writing Sequence sentences to form short narratives Re-read to check it makes sense Discuss what they have written with a teacher Read aloud writing clearly to their peers and teacher	Vocabulary, Punctuation and Grammar Leave space between words Joining words and joining clauses using 'and' Punctuation including capital letters, full stops, question mark, exclamation mark Capital letter for people's names, places, days of the week and personal pronoun 'I' Know, identify and use adjectives.
Rainbow Grammar	Subject, predicate, stop Subject, (co-ordination) subject, predicate, stop Subject, predicate, (co-ordination) predicate, stop Dialogue subject predicate stop			
Vocabulary	Lower case, upper case, consistent size, direction, letter families, ascender, descender letter, capital letter, word, singular, plural, sentences, punctuation, full stop, question mark, exclamation mark			
Equipment	Pens, pencils, lined paper, guide lines, paper clips crayons, RG cards, whiteboard pens and rubbers, rulers,			
Text Types and toolkits	F: Wishing story, Losing story, Journey story, Cinderella/Change story, Losing story, Conquer the monster story NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion			

Year 2	Writing			
Knowledge	Transcription: Segment spoken words into phonemes. Represent words by graphemes. Learn new ways of spelling phonemes, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Learn to spell more words with contracted forms. Learn the possessive apostrophe (singular). Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Handwriting: Diagonal and horizontal strokes to join letters. Form lower-case letters of the correct size, relative to one another. Capitals and digits the same size. Correct orientation for letters. Spacing reflects the size of the letters Which letters, when adjacent to one another, are best left unjoined.	Composition Write narratives about personal experiences and those of others Write about real life events Write poetry Write for different purposes Develop and order ideas through drama, role play and improvisation Plan or say out loud what they will write about, including key words and vocabulary Encapsulate what they want to say sentence by sentence Evaluate writing with the teacher and other pupils making additions, corrections and revisions Re-read to check their writing makes sense.	Vocabulary, Punctuation and Grammar How to use familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify Present and past tenses correctly and consistently including the progressive form Subordination: when, if, that, because Co-ordination: or, and, but, so Standard English Form nouns/adjectives using suffixes Use of suffixes in adjectives and the use of ly in standard English to turn adjectives into adverbs Fronted adverbials of time and place
Rainbow Grammar	Subject predicate (coordination) Subject predicate stop Fronted adverbial Subject predicate stop Dialogue Subject predicate stop Subject predicate adverbial clause stop Adverbial clause Subject predicate stop		Proof read for errors in spelling, grammar and punctuation Read what they have written with appropriate intonation Re-read to check verbs to indicate time are used correctly.	
Vocabulary	Orientation, relative, diagonal and horizontal strokes, joins, adjacent, formation noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, possessive, contracted			
Equipment	Pens, pencils, lined paper, guide lines, paper clips, crayons, RG cards, whiteboard pens and rubbers, rulers,			
Text Types and toolkits	F: Wishing story, Losing story, Journey story, Cinderella/Change story, Losing story, Conquer the monster story, <i>Warning story</i> NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion			

Year 3	Writing			
Knowledge	Transcription: Use prefixes and suffixes and know how to add them. Spell further homophones. Spell words that are often misspelt. Possessive apostrophe – regular and irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, that include words and punctuation taught so far.	Handwriting: Use diagonal and horizontal strokes, needed to join letters. Which letters, when adjacent to one another, are best left unjoined. Downstrokes of letters are parallel and equidistant Ascenders and descenders relevant in height.	Composition: Discuss writing, similar to that which they are planning to write. Learn from structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences, orally. Build a varied, rich vocabulary. Use a range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot. Use simple organisational devices. Assess the effectiveness of their own and others' writing. Suggest improvements. Propose changes to grammar and vocabulary. Accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read own writing aloud, using appropriate intonation, control of tone and volume,	Vocabulary, Punctuation and Grammar: Subordination: after, although, as, before, while Punctuating speech accurately using inverted commas Know differences between Standard and non-Standard English Form nouns using range of prefixes Forms of a or an according to the next word begins with a consonant or vowel Word families based on common words Paragraphs to group related material Extend sentences with more than one clause by using wider range of conjunctions: when, if, because, although Use present perfect forms of verbs in contrast to the past tense Choose nouns and pronouns for clarity and cohesion avoiding repetition Use conjunctions, adverbs and prepositions to express time and cause Use Fronted adverbials (time, place and manner) Use possessive apostrophes with plural nouns Use commas after fronted adverbials. Use and punctuate direct speech.
Rainbow Grammar	Subject predicate (co-ordination) predicate (co-ordination) predicate stop Linking adverb subject predicate stop Fronted adverbial subject predicate stop Dialogue predicate subject stop Adverbial clause subject predicate stop Subject predicate non-finite clause stop Non-finite clause subject predicate stop Subject predicate adverbial clause stop Adverbial clause Subject predicate stop			
Vocabulary	Fluency, legibility, parallel, equidistant, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, consonant letter, vowel, vowel letter, inverted commas, present perfect, plural, cohesion, plural possession,			
Equipment	Pens, pencils, lined paper, guide lines, paper clips crayons, RG cards, whiteboard pens and rubbers, rulers,			
Text Types and toolkits	F: Wishing story, Losing story, Journey story, Cinderella/Change story, Losing story, Conquer the monster story, Warning story, Portal Story NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion			

Year 4	Writing			
Knowledge	Transcription: Use prefixes and suffixes and know how to add them. Spell further homophones. Spell words that are often misspelt. Possessive apostrophe – regular and irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, that include words and punctuation taught so far.	Handwriting: Use diagonal and horizontal strokes, needed to join letters. Which letters, when adjacent to one another, are best left unjoined. Downstrokes of letters are parallel and equidistant Ascenders and descenders relevant in height.	Composition: Discuss writing, similar to that which they are planning to write. Learn from structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences, orally. Build a varied, rich vocabulary. Use a range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot. Use simple organisational devices. Assess the effectiveness of their own and others' writing. Suggest improvements.	Vocabulary, Punctuation and Grammar: Subordination: after, although, as, before, while Punctuating speech accurately using inverted commas Know differences between Standard and non-Standard English Form nouns using range of prefixes Forms of a or an according to the next word begins with a consonant or vowel Word families based on common words Paragraphs to group related material Extend sentences with more than one clause by using wider range of conjunctions: when, if, because, although Use present perfect forms of verbs in contrast to the past tense Choose nouns and pronouns for clarity and cohesion avoiding repetition Use conjunctions, adverbs and prepositions to express time and cause Use Fronted adverbials (time, place and manner) Use possessive apostrophes with plural nouns Use commas after fronted adverbials. Use and punctuate direct speech.
Rainbow Grammar	Subject predicate (co-ordination) subject predicate (co-ordination) subject predicate stop. Fronted adverbial (co-ordination) fronted adverbial subject predicate stop. Linking adverb subject predicate stop. Dialogue subject predicate stop. Subject non-finite clause predicate stop. Subject predicate adverbial clause stop. Adverbial clause Subject predicate stop. Subject appositive predicate stop.		Popose changes to grammar and vocabulary. Accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read own writing aloud, using appropriate intonation, control of tone and volume,	
Vocabulary	Fluency, legibility, parallel, equidistant, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, consonant letter, vowel, vowel letter, inverted commas, present perfect, plural, cohesion, plural possession, determiner, pronoun, possessive pronoun, adverbial,			
Equipment	Pens, pencils, lined paper, guide lines, paper clips crayons, RG cards, whiteboard pens and rubbers, rulers,			
Text Types and toolkits	F: Wishing story, Losing story, Journey story, Cinderella/Change story, Losing story, Conquer the monster story, Warning story, Portal Story NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion			

Year 5	Writing		
Knowledge	Transcription: Use further prefixes and suffixes. Know how to add prefixes and suffixes. Spell some words with 'silent' letters. Distinguish between homophones and other words, which are often confused. Use knowledge of morphology and etymology. Know that the spelling of some words needs to be learnt specifically. Use dictionaries to check spelling and meaning, suing first three of four letters. Use a thesaurus.	Composition: Identify audience and purpose. Select appropriate form and use similar writing models for own writing. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in what they have read, listened to or seen performed. Select appropriate grammar and vocabulary. Understand how choices can change and enhance meaning. Describe settings, characters and atmosphere. Know how integrating dialogue conveys character and advances the action. Précising longer passages. Build cohesion within and across paragraphs using a wide range of devices. Use further organisational and presentational devices to structure text and guide the reader. Assess the effectiveness of own and others' writing.	Vocabulary, Punctuation and Grammar: Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms Passive verbs to affect the presentation of information in a sentence Perfect form of verbs to mark relationships of time and cause Expanded noun phrases to convey complicated information concisely Modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun Commas to clarify meaning or avoid ambiguity Hyphens to avoid ambiguity Brackets, dashes or commas to indicate parenthesis Semi colons, colons or dashes to mark boundaries between two independent clause Colon to introduce a list Punctuate bullet points correctly Converting nouns or adjectives into verbs using suffixes Verb prefixes Adverbials of time, place, number or tense choices
	Handwriting: Write legibly, fluently and with increasing speed. Choose which shape of a letter to use and whether to join/ not join. Choose writing implement that is best suited for a task.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Consistently and accurately use tense throughout writing. Use correct subject and verb agreement when using singular and plural. Distinguish between language of speech and writing. Choose appropriate register. Proof-read for spelling and punctuation error. Perform own composition, using appropriate intonation, volume and movement so that meaning is clear.	
Rainbow Grammar	Subject predicate (co-ordination) predicate (co-ordination) predicate stop Subject predicate (co-ordination) subject predicate (co-ordination) subject predicate stop Subject predicate (co-ordination) subject predicate stop Fronted adverbial (co-ordination) fronted adverbial (co-ordination) fronted adverbial subject predicate stop Fronted adverbial (co-ordination) fronted adverbial (co-ordination) fronted adverbial subject predicate stop Subject predicate dialogue stop Dialogue subject predicate stop dialogue stop Subject adverbial clause predicate stop Adverbial clause (co-ordination) adverbial clause subject predicate stop Subject predicate non-finite clause (co-ordination) non-finite clause stop Non-finite clause (co-ordination) non-finite clause subject predicate stop Non-finite clause subject predicate stop Subject predicate non-finite clause stop Subject relative clause predicate stop Subject predicate relative clause stop Subject relative clause (co-ordination) relative clause predicate stop Subject appositive (co-ordination) appositive predicate stop		Equipment Pens, pencils, lined paper, guide lines, paper clips crayons, RG cards, whiteboard pens and rubbers, rulers,
			Vocabulary Legibly, writing implements
			Text Types and toolkits F: Wishing story, Losing story, Journey story, Cinderella/Change story, Losing story, Conquer the monster story, Warning story, Portal Story, Rags to riches, <i>Suspense Stories</i> NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion

Year 6	Writing			
Knowledge	Transcription: Use further prefixes and suffixes. Know how to add prefixes and suffixes. Spell some words with 'silent' letters. Distinguish between homophones and other words, which are often confused. Use knowledge of morphology and etymology. Know that the spelling of some words needs to be learnt specifically. Use dictionaries to check spelling and meaning, using first three of four letters. Use a thesaurus.	Composition: Identify audience and purpose. Select appropriate form and use similar writing models for own writing. Note and develop initial ideas, drawing on reading and research. Consider how authors have developed characters and settings in what they have read, listened to or seen performed. Select appropriate grammar and vocabulary. Understand how choices can change and enhance meaning. Describe settings, characters and atmosphere. Know how integrating dialogue conveys character and advances the action. Précising longer passages. Build cohesion within and across paragraphs using a wide range of devices. Use further organisational and presentational devices to structure text and guide the reader. Assess the effectiveness of own and others' writing.	Vocabulary, Punctuation and Grammar: Recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms Passive verbs to affect the presentation of information in a sentence Perfect form of verbs to mark relationships of time and cause Expanded noun phrases to convey complicated information concisely Modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun Commas to clarify meaning or avoid ambiguity Hyphens to avoid ambiguity Brackets, dashes or commas to indicate parenthesis Semi colons, colons or dashes to mark boundaries between two independent clause Colon to introduce a list Punctuate bullet points correctly Converting nouns or adjectives into verbs using suffixes Verb prefixes Adverbials of time, place, number or tense choices	
	Handwriting: Write legibly, fluently and with increasing speed. Choose which shape of a letter to use and whether to join/ not join. Choose writing implement that is best suited for a task.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Consistently and accurately use tense throughout writing. Use correct subject and verb agreement when using singular and plural. Distinguish between language of speech and writing. Choose appropriate register. Proof-read for spelling and punctuation error. Perform own composition, using appropriate intonation, volume and movement so that meaning is clear,		
Rainbow Grammar	Subject predicate (co-ordination) predicate (co-ordination) predicate (co-ordination) predicate stop Subject predicate (co-ordination) linking adverb subject predicate stop Subject predicate dialogue stop Adverbial clause subject predicate stop Subject predicate adverbial clause stop Adverbial clause (co-ordination) adverbial clause (co-ordination) adverbial clause subject predicate stop Non-finite clause subject predicate stop Subject predicate non-finite clause stop Subject non-finite clause predicate stop Subject predicate non-finite clause (co-ordination) non-finite clause (co-ordination) non-finite clause stop Non-finite clause (co-ordination) non-finite clause (co-ordination) non-finite clause subject predicate stop Subject predicate non-finite clause (co-ordination) non-finite clause (co-ordination) non-finite clause (co-ordination) non-finite clause stop Subject relative clause predicate stop Subject predicate relative clause stop Subject relative clause (co-ordination) relative clause predicate stop Subject appositive (co-ordination) appositive (co-ordination) appositive predicate stop Subject appositive relative clause predicate stop Subject predicate appositive relative clause stop Subject appositive non-finite clause predicate stop Subject predicate appositive non-finite clause stop		Equipment Pens, pencils, lined paper, guide lines, paper clips crayons, RG cards, whiteboard pens and rubbers, rulers,	
		Vocabulary Legibly, writing implementsSubject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Text Types and toolkits F: Wishing story, Losing story Journey story, Cinderella/Change story, Losing story, Conquer the monster story, Warning story Portal Story, Rags to riches Suspense Stories, Flashback Story NF: Recount, Instructions, Information, Explanation, Persuasion, Discussion	