

Writing Progression

From Nursery to Year 6

Nursery – Two-Year-Olds: Progression and End-of-Year Expectations

Birth-to-three foundations: progression towards the three-year-old Nursery curriculum

Spelling	Handwriting	Composition	Grammar & Punctuation
• FOUNDATIONS FOR SPELLING: listen to and distinguish familiar voices, everyday sounds, music and sounds made with objects. • Enjoy and join in with nursery rhymes, songs, action rhymes and repeated refrains in familiar stories. • Anticipate and imitate familiar words, rhythms and sound patterns; experiment with vocal sounds and sound-making. • Attend to sounds and language during shared play, increasingly responding to what they hear. • Explore rhyme and alliteration through enjoyable repetition; recognising or producing rhyme is not a required outcome. • Formal phonics, identifying initial phonemes and spelling are not expectations for two-year-olds.	• FOUNDATIONS FOR HANDWRITING: develop balance, core strength, shoulder stability and coordination through climbing, carrying, pushing and large-scale play. • Explore sensory materials and make marks with fingers, hands, brushes, crayons and other suitable tools indoors and outdoors. • Develop grasp, release, hand-eye coordination and two-handed manipulation through blocks, dough, posting, pouring and construction. • Experiment with lines, dots, circles and repeated movements, noticing the effects of actions. • Move from exploratory to increasingly intentional mark-making, sometimes repeating marks or giving them meaning.	• Develop understanding of familiar words, simple questions and instructions in meaningful routines and play. • Grow vocabulary for people, objects, actions, feelings and experiences through responsive conversations and first-hand experiences. • Communicate using gesture, home language, words, word combinations and increasingly connected phrases or simple sentences. • Engage in back-and-forth exchanges; begin to ask questions, express choices, describe and share ideas. • Join in with familiar books and stories, anticipate repeated phrases and use story language in play.	• FOUNDATIONS FOR GRAMMAR & PUNCTUATION: develop spoken language through adult modelling, expansion and responsive conversation. • Begin to use a wider range of words and emerging sentence structures, including questions and early plurals as language develops. • Enjoy taking turns in conversation and using language to communicate a complete idea. • Handle and enjoy books; attend to pictures and begin to notice familiar symbols, logos, signs and print. • Experience adults reading and writing from left to right in shared activities without formal teaching of print conventions.

	• Provide varied tools and surfaces without requiring a mature pencil grip, letter formation or name writing.	• Begin to communicate simple events and sequences through words, gestures, pictures, pretend play and meaningful marks. • See adults model writing for real purposes, such as labels, lists, messages and signs.	• Notice that pictures, symbols, marks and writing can carry meaning; no punctuation or word-boundary expectations.

Curriculum status note: This BPS curriculum draws principally on the statutory EYFS educational programmes and the non-statutory Development Matters birth-to-three guidance. The statements describe planned experiences and emerging capabilities, not fixed milestones or a checklist that every two-year-old must achieve.

Nursery – Two-Year-Olds Curriculum Detail

Communication, understanding and oral composition

- Observe receptive language as well as expressive language: what children understand may exceed what they can say.
- Model, repeat, expand and revisit useful vocabulary during routines, shared play, stories and first-hand experiences.
- Support children communicating through gesture, home languages and alternative means; give time for responses and shared attention.
- Extend word combinations, simple sentences, questions and early accounts of events through responsive back-and-forth talk.

Listening and playful sound awareness

- Share nursery rhymes, songs, action rhymes, repeated story phrases and sound games every day.
- Draw attention to everyday and environmental sounds, rhythm and vocal play without testing rhyme or initial-sound recognition.
- Let children anticipate, imitate and enjoy familiar patterns of language at their own developmental stage.
- Formal phonics and conventional spelling are not taught as two-year-old outcomes.

Physical development: foundations for handwriting

- Develop whole-body strength, stability and coordination through outdoor movement and active play.
- Provide sensory and manipulative experiences that strengthen hands, fingers and bilateral coordination.

- Offer tools and surfaces for large and small marks; notice growing control, repeated movements and intentional choices.
- Do not require conventional grip, letter formation or a written product.

Print knowledge, books and purposeful marks

- Share enjoyable books; invite children to point, name, predict, join in and handle books with adult support.
- Show print in meaningful contexts: names, signs, picture labels, menus, lists and messages.
- Model making marks and writing for real purposes, and welcome children's imitation in pretend play.
- Accept marks as exploration or communication; invite children to explain their meaning when appropriate.

End of Nursery – Two-Year-Olds: What should this look like in practice?

Communicate: Use gesture, words and emerging phrases or sentences to share interests, needs and ideas.

Understand: Respond to a growing range of familiar words, questions and instructions in context.

Enjoy language: Join in with stories, songs, rhymes and increasingly sustained interactions.

Explore sounds: Notice, imitate and enjoy environmental sounds, rhythms and repeated language.

Make marks: Explore varied materials and tools and begin to repeat or intentionally make marks.

Develop control: Show growing strength, coordination, manipulation and control during play.

Give meaning: Sometimes use gesture, talk or pretend play to communicate what a mark represents.

Enjoy print: Engage with books and notice familiar signs, pictures and symbols.

Prepare for three-year-old Nursery: Bring growing language, sound awareness, physical confidence and enjoyment of meaningful marks.

Curriculum note: Children develop at different rates and may need earlier foundations or richer challenges. Our focus is responsive communication, enjoyable books, physical exploration and meaningful mark-making, not formal writing instruction.

Source and status: Statutory EYFS educational programmes; Development Matters (birth to three); DfE Help for Early Years Providers (communication and language, physical development and writing). The DfE Writing Framework (2025) informs later progression, not attainment targets for two-year-olds. The four strands and sequence are BPS curriculum choices.

Nursery – Three and Four Year-Olds: Progression and End-of-Year Expectations

Three- and four-year-old progression towards the Reception writing curriculum

Spelling — foundations for sound awareness	**Handwriting — physical foundations**	**Composition — talk and meaning**	**Grammar & punctuation — language and print**
• Strengthen listening and auditory discrimination through songs, stories, rhymes and sound play. • Enjoy and increasingly notice rhymes, syllables and alliteration in playful oral activities. • Recognise words with the same initial sound as this skill emerges. • Explore familiar sounds and letters when interested and developmentally ready, consistent with the school's phonics approach. • Conventional spelling is not an end-of-Nursery expectation.	• Develop strength, coordination and control through large-scale movement and mark-making. • Strengthen fingers and hands through construction, dough, threading and tool use. • Make increasingly purposeful marks with a range of tools and materials. • Develop comfortable, effective control without forcing a mature pencil grip. • When children choose to form letters or their name, model correct movement sensitively; not a universal outcome.	• Develop a widening, increasingly precise vocabulary through conversation, stories and experiences. • Use increasingly connected spoken sentences; extend ideas with words such as and, because and or as language develops. • Talk about familiar books, retell events and invent stories through play. • Give meaning to drawings, marks and early writing. • Use marks and emerging writing for meaningful purposes such as lists, signs and messages.	• Understand that print carries meaning and serves different purposes. • Develop familiarity with books, pages and the direction of English print through shared reading. • Build spoken grammar, including developing tense and plurals, through adult interaction. • Notice words and punctuation in shared texts when naturally encountered. • No expectation of independently using capital letters, full stops or formal grammar rules.

Curriculum status: Progression is primarily informed by the three- and four-year-old guidance and builds on birth-to-three foundations. These are curriculum opportunities, not fixed age-related assessment thresholds or Reception attainment targets.

Nursery – Three-Year-Olds Curriculum Detail

Communication and oral composition

• Use high-quality adult interactions to extend receptive and expressive vocabulary, including new words from stories and real experiences.

• Give children opportunities to explain, describe, ask questions, sequence events, retell and invent; adult scribing can connect speech and print.

• The Development Matters example of sentences of around four to six words is illustrative, not a fixed end-of-stage pass mark.

Phonological awareness: foundations for spelling

• Provide playful oral opportunities to hear rhyme, rhythm, syllables and initial sounds, responding to readiness.

• Value emerging print/letter knowledge where children independently show interest; do not require conventional spelling.

Physical development: foundations for handwriting

• Plan gross- and fine-motor experiences across continuous provision and meaningful mark-making.

• Model comfortable grip and accurate movement when a child is ready to attempt letters; do not require every child to write their name.

Print knowledge and early writing

• Use signs, books, labels, menus, maps and messages to show that print has purpose.

• Offer authentic reasons to make marks or write, and invite children to explain meaning without insisting on a conventional written product.

End of Nursery – Three-Year-Olds: What should this look like in practice?

Talk and tell: Use growing vocabulary to describe experiences, share ideas and join conversations.

Tell stories: Talk about familiar books, retell events and create simple narratives through play.

Hear sounds: Enjoy and increasingly notice rhyme, syllables and initial sounds through oral play.

Understand print: Recognise that print communicates meaning and has different purposes.

Make marks: Use purposeful marks and drawings to communicate ideas.

Control tools: Use a range of tools with increasing coordination and control.

Explore letters: Some children use letter knowledge, form familiar letters or write parts of their name when ready.

Write for a reason: Choose marks and emerging writing in play and authentic contexts.

Source and status: Statutory EYFS framework for group and school-based providers (2026), educational programmes; Development Matters (non-statutory), three- and four-year-olds; DfE Help for Early Years Providers. DfE Writing Framework (2025) informs the transition into Reception but does not set Nursery attainment targets. Four strands and end-stage summary are BPS curriculum decisions.

Reception: Progression and End-of-Year Expectations

Reception progression towards the statutory EYFS Early Learning Goal for Writing

Spelling	Handwriting	Composition	Grammar & Punctuation
• Develop phonological awareness through hearing, identifying and orally segmenting sounds in words. • Spell words by identifying the sounds and representing them with taught letters or groups of letters. • Apply the grapheme-phoneme correspondences taught through the school's systematic synthetic phonics programme. • Make phonically plausible spelling attempts using the sound-letter correspondences taught so far. • Begin to spell taught common exception/tricky words where appropriate within the school's phonics programme. • Say the sounds in a word before and during writing to support accurate segmentation. • DICTATION: write words, phrases and simple sentences dictated by the teacher, ensuring that they contain only sound-letter correspondences and exception words already taught.	• Develop the gross- and fine-motor control needed for efficient handwriting, including hand-eye coordination and finger strength. • Develop an effective and comfortable pencil grip. • Form lower-case letters correctly, with particular attention to the correct starting point and direction of movement. • Form capital letters correctly. • Practise letter formation as letter-sound correspondences are taught. • Develop increasing control, consistency and automaticity in letter formation. • Prioritise secure letter formation before increasing the quantity or length of written text. • Continue developing posture, core and shoulder stability, hand strength and coordination through purposeful indoor and outdoor provision alongside explicit handwriting teaching. • Teach letter formation using Kinetic Letters movement	• Develop spoken language and vocabulary through high-quality stories, non-fiction, rhymes, poems, conversation and wider curriculum experiences. • Articulate ideas and events in well-formed sentences. • Compose a complete sentence orally before attempting to write it. • Rehearse and memorise a sentence by saying it aloud before and during writing. • Write short phrases and sentences using words containing known sound-letter correspondences. • Develop confidence in communicating meaning through writing that can be read by others. • Re-read their own writing to check that it makes sense. • Experience adults modelling the process of composing, writing and re-reading sentences. • Recognise that oral composition may be more sophisticated than what they	• Understand through talk and modelling that words can be combined to communicate a complete idea or sentence. • Begin to recognise word boundaries and leave spaces between words in their own writing. • Use a capital letter and full stop when writing short sentences, with adult modelling and support as needed. • Develop awareness of sentence boundaries through oral rehearsal, shared writing and re-reading. • Encounter a wider range of punctuation naturally through high-quality reading and adult modelling without expecting premature independent mastery. • Use language such as word, sentence, capital letter and full stop when discussing writing, where appropriate. • Explore how spoken sentences communicate ideas, questions, explanations and events, building on the increasingly complex

• Build on Nursery listening and sound play by hearing, identifying and orally segmenting phonemes in spoken words; teach phonics through Little Wandle Letters and Sounds Revised.	patterns, teaching sequence and agreed terminology, including when modelling letters during Little Wandle phonics sessions.	can yet transcribe independently. • Extend receptive and expressive vocabulary through sustained conversation, explanation, stories, non-fiction, role play and first-hand experiences; revisit and use new words in different contexts. • Retell, sequence and invent stories and events orally, using increasingly connected sentences and language drawn from shared texts. • Write for meaningful purposes in play and adult-led learning, including labels, lists, messages, captions and simple stories, as transcription skills develop.	spoken grammar developed in Nursery.

Curriculum status note: Reception does not follow the National Curriculum programme of study. This progression is informed by the statutory EYFS framework and Writing Early Learning Goal, Development Matters (non-statutory curriculum guidance), and the DfE Writing Framework. The Early Learning Goals are assessment endpoints and should not themselves be used as the curriculum; the sequencing above represents Bewdley Primary School's planned route towards them.

Statutory End Point: Early Learning Goal for Writing

At the expected level of development at the end of Reception, children will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception Curriculum Detail

Spoken language and oral composition

- Writing begins with composition in speech. Children need frequent opportunities to articulate ideas, retell events, explain, describe and compose well-formed sentences aloud.
- Adults model rich language and sentence construction through conversation, storytelling, shared reading and shared writing.
- Children rehearse the sentence they intend to write before attempting transcription.
- Continue the Nursery progression in receptive and expressive language: revisit and extend vocabulary, model increasingly connected sentences, and use storytelling, role play and explanations to develop ideas before writing.

Transcription: spelling

- Spelling is closely aligned to the school's systematic synthetic phonics programme.
- Children segment spoken words into phonemes and select taught graphemes to represent those sounds.
- Writing tasks should not require children to spell using sound-letter correspondences they have not yet been taught.
- Dictation provides deliberate practice in applying taught phonics without the additional demand of generating content.
- Little Wandle Letters and Sounds Revised determines the sequence of taught grapheme–phoneme correspondences and tricky words; use regular, carefully controlled dictation with previously taught content.

Transcription: handwriting

- Handwriting is explicitly taught from Reception rather than left to incidental practice.
- Correct starting point and direction are prioritised; size and position on a line are less important initially.
- Letter formation is practised frequently enough to become increasingly automatic.
- Secure formation is prioritised before asking children to produce longer pieces of writing.
- Kinetic Letters determines handwriting teaching, including physical preparation, pencil hold, letter movements and consistent adult terminology during phonics and writing.

Sentence writing and punctuation

- Children move from oral sentence composition to writing short phrases and simple sentences.
- Known sound-letter correspondences enable children to record the sentence they have rehearsed.
- Development Matters includes writing short sentences using a capital letter and full stop; this is taught through modelling and supported practice.
- Children re-read their writing to check that it communicates the intended meaning.

- Provide authentic writing opportunities across provision, such as signs, lists, labels, messages, captions and stories, without requiring children to transcribe language beyond their taught knowledge unaided.

End of Reception: What should this look like in practice?
Think and compose: Articulate an idea and orally compose a complete, manageable sentence before writing.
Rehearse: Repeat the sentence aloud so that it can be held in memory while writing.
Hear and spell: Segment words into sounds and represent them using taught grapheme-phoneme correspondences, making phonically plausible attempts where appropriate.
Transcribe: Form recognisable lower-case and capital letters, most correctly, using an effective pencil grip and increasingly automatic movements.
Write: Write simple phrases and sentences using known sound-letter correspondences so that the intended meaning can be read by others.
Sentence accuracy: Increasingly separate words with spaces and use a capital letter and full stop in short sentences through taught and supported practice.
Re-read: Read back their own writing and check that it makes sense.
Dictate: Accurately record carefully controlled dictated words, phrases and sentences containing only previously taught sound-letter correspondences and exception words.
Develop language: Draw on stories, talk, play and curriculum experiences to use increasingly rich vocabulary and well-formed spoken sentences.
Write with purpose: Use emerging transcription skills to communicate meaning through captions, labels, lists, messages and simple stories in meaningful contexts.

Curriculum note: In Reception, the priority is not extended independent writing. Children should develop strong spoken language, secure phonics for spelling and increasingly automatic letter formation. Their oral composition will often exceed what they can yet transcribe. Quality, accuracy and secure foundations take priority over quantity, while all children are given opportunities to develop their writing as far as they can.

Assessment clarification: Capital letters, full stops, spaces and independent oral composition are valuable curriculum teaching intentions, but are not additional statutory requirements for achieving the Writing Early Learning Goal. Assess the three statutory Writing ELG statements using the EYFS Profile guidance and the child's demonstrated skills across appropriate evidence.

Source and status: Based on the statutory Early Years Foundation Stage framework and Writing Early Learning Goal; Development Matters (non-statutory curriculum guidance); and the Department for Education Writing Framework (2025). The four-column organisation, detailed

progression and 'End of Reception' summary are Bewdley Primary School curriculum sequencing decisions. School implementation: Little Wandle Letters and Sounds Revised (phonics and spelling) and Kinetic Letters (handwriting). Also considered: DfE Help for Early Years Providers and EYFS Profile assessment guidance.

Year 1: Progression and End-of-Year Expectations

Progression from Reception towards the statutory Year 1 National Curriculum

Spelling	Handwriting	Composition	Grammar & Punctuation
• Spell words containing each of the 40+ phonemes already taught; revisit and secure Reception grapheme–phoneme correspondences before extending the Year 1 progression. • Spell common exception words, including those introduced through the school's Little Wandle progression. • Spell the days of the week; name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third-person singular marker for verbs. • Use the prefix un-; use -ing, -ed, -er and -est where no change is needed in the spelling of root words. • Apply the simple spelling rules and guidance in English Appendix 1. • DICTATION: write from memory simple sentences dictated by the	• Sit correctly at a table and hold a pencil comfortably and correctly; continue to develop posture, strength and fine-motor control. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters and digits 0–9. • Understand which letters belong to handwriting families (letters formed in similar ways) and practise these. • Use Kinetic Letters teaching sequence, movement patterns and agreed terminology consistently, including during Little Wandle phonics. • Develop increasingly fluent, accurate and automatic formation so attention can be directed towards spelling and composition. • Prioritise accurate formation and manageable amounts of writing; do not sacrifice letter quality for quantity.	• Say aloud what they are going to write about; draw on rich talk, stories, reading, experiences and vocabulary. • Compose a sentence orally before writing it; rehearse and retain the intended sentence while transcribing. • Sequence sentences to form short narratives, with a clear relationship between events or ideas. • Use talk, oral storytelling, pictures and teacher modelling to plan a meaningful sequence before writing. • Write for different real purposes and audiences, such as narratives, recounts, messages, labels, instructions and information texts, as appropriate to the unit. • Build on Reception by moving beyond repeated sentence frames towards varied content and purposeful development of ideas. • Re-read what they have written to check that it makes sense;	• Leave spaces between words. • Join words and clauses using and. • Begin to punctuate sentences using a capital letter and full stop; begin to use question marks and exclamation marks. • Use capital letters for names of people and places, days of the week and the personal pronoun I. • Learn the grammar specified for Year 1 in English Appendix 2, including plural suffixes, verb suffixes and prefix un-. • Understand how words combine to make sentences and how sentences can be sequenced into a short text. • Use Year 1 grammatical terminology when discussing writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. • Apply punctuation and grammar within purposeful sentences and texts, not solely in isolated exercises.

teacher, using GPCs and common exception words taught so far. • Apply taught spelling knowledge in meaningful writing; identify and correct selected spelling errors with appropriate support.		discuss writing with the teacher or other pupils. • Read writing aloud clearly enough to be heard by peers and the teacher. • Recognise that oral ideas may be more sophisticated than independent transcription; use scaffolds without limiting ambition.	

Curriculum status: The National Curriculum Year 1 statutory requirements are retained. Additional statements describe BPS teaching progression and implementation, not extra statutory attainment standards.

Year 1 Curriculum Detail

Transition from Reception: language and composition

• Continue the Reception sequence of saying, rehearsing, writing and rereading, while gradually increasing independence and the number of connected sentences.

• Plan vocabulary, oral storytelling, retelling, explanation and structured discussion before written tasks; distinguish children's ideas from what they can independently transcribe.

• Teach how a short narrative or other text develops meaning: each sentence should add information or move events forward, rather than repeat the same opening with substituted nouns.

• Use high-quality modelled and shared writing, guided practice and appropriately reduced scaffolds. Provide purposeful opportunities to make choices about content and wording.

Transcription: Little Wandle and spelling

• Follow Little Wandle Letters and Sounds Revised for the sequence of taught GPCs, phoneme segmentation, spelling and tricky/common exception words, with additional National Curriculum spelling content planned explicitly.

• Use regular dictation with previously taught GPCs and exception words. Distinguish dictation practice from composition so both are taught well.

• Teach Year 1 spelling rules and word structures from English Appendix 1; apply them in writing as well as focused practice.

• Map the statutory Year 1 content of English Appendix 1 against the school's Little Wandle teaching sequence and additional spelling lessons. Check explicit coverage of alternative spellings, common exception words, days of the week, letter names, plural and verb endings, un-, and -ing/-ed/-er/-est; revisit and apply these in dictation and independent writing. The curriculum overview does not replace this sequence.

• For children who have not secured Reception phonics, provide timely assessment and targeted support without restricting oral language or curriculum access.

• Assess and review foundational transcription skills regularly through ordinary teaching: phoneme segmentation and GPC recall, spelling of taught words, dictated sentences, letter formation and the ease with which children record ideas. Identify whether spelling, handwriting, oral language or sentence construction is the barrier.

• Provide prompt, precise additional teaching and sufficient supported practice for pupils who need it; review the impact and adapt support. Maintain access to rich stories, vocabulary, oral composition and the Year 1 curriculum while foundations are secured.

Transcription: Kinetic Letters

• Use Kinetic Letters for physical readiness, pencil hold, formation sequence, movement patterns, letter families and consistent adult language.

• When phonics introduces a grapheme, staff model its written formation using Kinetic Letters terminology; agree practical coordination where programme sequences differ.

• Continue deliberate handwriting practice to increase legibility, accuracy and fluency. Teach capitals and digits as required by the National Curriculum.

• Provide specific handwriting teaching and appropriate positioning for left-handed pupils, including paper angle, seating and a clear view of the writing hand; adapt pencil and paper choices to individual needs.

• Check posture, pencil hold, letter starting points, direction and formation during short, frequent practice; respond promptly to inefficient habits, using Kinetic Letters routines and terminology.

Sentence-to-text progression and meaningful writing

• Build from orally composing one clear sentence to planning, writing and rereading a short, coherent sequence of sentences.

• In a narrative unit, children should learn to establish who and where, sequence what happens and communicate an ending; the amount of writing depends on secure transcription and readiness.

• Plan a manageable balance of transcription, modelled/shared writing and opportunities for children to compose their own ideas. Avoid spending a whole unit reproducing the same sentence pattern without developing the text.

• Use real writing purposes and genres to apply skills; do not introduce Year 2 statutory requirements as Year 1 assessment thresholds.

Grammar and punctuation: English Appendix 2

• Word: regular plural noun suffixes -s/-es and their effects on meaning; verb suffixes -ing/-ed/-er where the root is unchanged; prefix un- and its effect on verbs and adjectives.

• Sentence: how words combine to make sentences; joining words and clauses using and.

• Text: sequencing sentences to form short narratives.

• Punctuation: spaces between words; introduction to capital letters, full stops, question marks and exclamation marks; capitals for names and I (and days of the week as in the programme of study).

• Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

End of Year 1: What should this look like in practice?

Think and compose: Say what they intend to write, select ideas and orally rehearse a clear sentence.

Develop a text: Write a connected sequence of sentences that develops a short narrative or other purposeful text, rather than simply repeating a sentence frame.

Transcribe: Form lower-case and capital letters and digits correctly, with growing fluency, using Kinetic Letters.

Spell: Apply taught Little Wandle GPCs, common exception words and Year 1 spelling rules; use letter names and write dictated sentences from memory.

Use sentences accurately: Separate words with spaces and increasingly use appropriate capitals and sentence-ending punctuation.

Apply grammar: Use taught word structures, join words and clauses with and, and use Year 1 grammatical terminology.

Review: Re-read to check meaning and discuss writing with adults and peers.

Share: Read writing aloud clearly enough for others to hear.

Develop language: Draw on stories, talk, experiences and new vocabulary to communicate increasingly interesting ideas.

Curriculum note: Writing develops through both composition and transcription. Early in Year 1, children's oral composition may exceed what they can independently record. Secure spelling and handwriting are taught explicitly alongside meaningful, increasingly connected writing. Support and challenge are responsive to individual starting points.

Sources and status: National Curriculum in England: English Year 1 programme and statutory Appendices 1–2; DfE Writing Framework (2025); DfE Reading Framework (2023). Little Wandle and Kinetic Letters are the school's implementation programmes. The English Appendix 1 spelling coverage map is a separate planning document to be checked against Little Wandle; it is not reproduced here.

Year 2: Progression and End-of-Year Expectations

Spelling	Handwriting	Composition	Grammar & Punctuation
• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, 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), for example the girl's book. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly. • Apply the spelling rules and guidance in English Appendix 1.	• 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. • Understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits 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. • Revise and practise correct letter formation frequently; move towards a joined style once letters are formed securely with the correct orientation.	• Develop positive attitudes towards and stamina for writing through narratives about personal experiences and those of others (real and fictional), writing about real events, poetry and writing for different purposes. • Plan or say aloud what they are going to write about. • Write down ideas and/or key words, including new vocabulary. • Encapsulate what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing. • Evaluate their writing with the teacher and other pupils. • Re-read to check that writing makes sense and that verbs indicating time are used correctly and consistently, including verbs in the continuous form. • Proofread to check for errors in spelling, grammar and punctuation,	• Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and question marks. • Use commas for lists. • Use apostrophes for contracted forms and for singular possession. • Use sentences with different forms: statement, question, exclamation and command. • Use expanded noun phrases to describe and specify. • Use the present and past tenses correctly and consistently, including the progressive form. • Use subordination with when, if, that and because. • Use co-ordination with or, and and but. • Learn the grammar specified for Year 2 in English Appendix 2. • Use some features of written Standard English. • Use and understand the grammatical terminology

• DICTATION: Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • FOUNDATIONAL SKILLS: Assess and revisit taught GPCs, phoneme segmentation, common exception words, accurate sentence dictation and spelling automaticity; provide timely additional teaching for gaps. • Align spelling instruction with Little Wandle Letters and Sounds Revised and map all Year 2 requirements in English Appendix 1, including alternative spellings, suffixes, homophones and contractions. • Use frequent, carefully controlled dictation to practise transcription separately from generating ideas; increase complexity only as knowledge becomes secure.	• Continue explicit Kinetic Letters teaching, using the school's agreed letter families, movement patterns and terminology; maintain consistent modelling during phonics and writing. • Check letter formation, size, orientation, spacing and fluency regularly; address insecure habits before increasing writing volume or introducing joins. • Provide appropriate support for left-handed writers, including seating, paper position and unobstructed writing movement. Joining should follow the school's Kinetic Letters progression rather than being rushed.	including correct sentence punctuation. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Explicitly teach how sentences work together to communicate a complete text: establish a purpose, select relevant ideas, order events or information and maintain meaning across sentences. • Model and practise oral rehearsal, shared composition and gradual release towards independent writing; use purposeful narratives, recounts, explanations, messages and poetry as appropriate. • Teach and revisit vocabulary through stories, discussion and first-hand experiences; encourage pupils to choose words for meaning rather than add description mechanically. • Distinguish difficulties generating ideas from difficulties transcribing them; adapt support so pupils can compose ambitiously while securing spelling and handwriting.	specified for Year 2 when discussing writing. • Teach grammar and punctuation in the context of meaningful sentences and texts, while also providing focused practice where needed. • Monitor whether pupils apply sentence boundaries, tense consistency, conjunctions and punctuation independently; respond with precise modelling and feedback.

Implementation note: Little Wandle governs phonics and spelling progression; Kinetic Letters governs handwriting movement, sequence and terminology, including when letters are formed in phonics sessions. Year 2 spelling coverage must be checked against the statutory Appendix 1 content.

Assessment and responsive support: Use brief, regular checks to identify whether barriers relate to phonics, spelling recall, letter formation, transcription speed, oral language, sentence construction or text organisation. Provide targeted teaching and practice without lowering expectations for oral composition.

Composition and vocabulary: Build on Year 1 oral rehearsal and short narratives. Model how to generate and select ideas, organise connected sentences for a real audience and purpose, and use precise vocabulary. Children should write texts, not simply repeat a sentence pattern.

Handwriting: Teach Kinetic Letters explicitly and consistently. Check posture, grip, letter formation, relative size, orientation, spacing and fluency. Introduce joins in accordance with programme progression once individual letter formation is secure. Support left-handed pupils appropriately.

Spelling and phonics: Follow Little Wandle for phonics teaching and intervention where appropriate, while explicitly mapping the full Year 2 statutory spelling requirements in English Appendix 1. Revisit Year 1 content when not secure. Use dictation regularly to develop accurate and increasingly automatic transcription.

Year 2 Curriculum Detail – Foundational Skills and Progression

Year 2 Grammar Detail - English Appendix 2

Word

- Formation of nouns using suffixes such as -ness and -er and by compounding.
- Formation of adjectives using suffixes such as -ful and -less.
- Use of the suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs.

Sentence

- Subordination using when, if, that and because, and co-ordination using or, and and but.

- Expanded noun phrases for description and specification.
- How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Text

- Correct choice and consistent use of 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.

Punctuation

- 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 and to mark singular possession in nouns.

Terminology pupils should know

- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

End-of-year statements describe intended curriculum outcomes; teachers should respond to individual starting points and secure foundational skills alongside purposeful composition.

End of Year 2: What should this look like in practice?

Think and plan: Talk through and organise ideas before writing, drawing on key words and newly learned vocabulary.

Write: Sustain writing for longer and write for a growing range of purposes, including narratives, real events and poetry.

Transcribe: Write with increasingly secure letter formation, proportion and spacing, beginning to use appropriate joins.

Spell: Use phonics and growing word-specific knowledge to spell many words correctly, including taught common exception words, suffixes, contractions and some homophones.

Construct sentences: Encapsulate ideas sentence by sentence and use an increasing range of sentence structures.

Apply grammar: Use coordination and subordination, expanded noun phrases, appropriate tense and the progressive form where relevant.

Punctuate: Demarcate sentences increasingly accurately and use commas in lists and apostrophes for contractions and singular possession.

Revise and edit: Make simple additions and revisions, reread for meaning and tense consistency, and proofread spelling, grammar and punctuation.

Dictate: Accurately record simple dictated sentences containing previously taught GPCs, common exception words and punctuation.

Share: Read their own writing aloud with appropriate intonation so that meaning is clear.

Curriculum note: By Year 2, pupils should be moving from composing individual sentences towards sustaining and organising a sequence of sentences for different purposes. Teaching should continue to secure transcription while explicitly developing sentence structure, vocabulary, revision and proofreading.

Source: National curriculum in England: English programmes of study (Department for Education), including statutory English Appendices 1 and 2. The 'End of Year 2: What should this look like in practice?' and curriculum principle sections are school-facing summaries derived from the statutory requirements.

Year 3: Progression and End-of-Year Expectations

Year 3 sequencing towards the statutory Years 3 and 4 programme of study

Spelling	Handwriting	Composition	Grammar & Punctuation
• Use further prefixes and suffixes and understand how to add them, beginning the Years 3/4 spelling programme. • Develop knowledge of prefixes including dis-, mis-, in-, il-, im-, ir- and re-, and begin to understand how prefixes affect meaning. • Develop use of suffixes beginning with vowel letters when added to words of more than one syllable. • Spell words with the /ʌ/ sound spelt ou (for example, young, touch, double). • Spell words with endings such as -sure and -ture. • Begin to secure further homophones and near-homophones. • Learn and practise words from the statutory Years 3/4 word list, with Year 3 selections identified	• Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Use joined handwriting throughout independent writing where appropriate. • Increase the legibility, consistency and quality of handwriting. • Ensure downstrokes are increasingly parallel and equidistant. • Ensure lines of writing are spaced sufficiently so that ascenders and descenders do not touch. • Continue explicit handwriting practice to increase fluency	• Plan writing by discussing examples similar to the writing they are going to produce, beginning to identify useful structure, vocabulary and grammar. • Discuss and record ideas before writing. • Compose and rehearse sentences orally, including dialogue, before and during writing. • Build a richer vocabulary and an increasing range of sentence structures. • Begin to organise related ideas into paragraphs around a theme. • In narratives, create settings, characters and a clear plot. • In non-fiction, use simple organisational devices such as headings and sub-headings. • Assess the effectiveness of their own and others' writing and suggest improvements.	• Extend sentences with more than one clause using a wider range of conjunctions, including when, if, because and although. • Use conjunctions, adverbs and prepositions to express time, place and cause. • Use the present perfect form of verbs in contrast to the simple past where appropriate. • Begin to use paragraphs to group related material. • Use headings and sub-headings to aid presentation in non-fiction. • Introduce inverted commas to punctuate direct speech. • Apply Year 3 grammar from English Appendix 2. • Use and understand Year 3 grammatical terminology accurately when discussing writing and reading.

through the school's spelling sequence. • Use knowledge of root words, prefixes and suffixes to support spelling. • Begin to use the first 2 or 3 letters of a word to check spelling in a dictionary. • DICTATION: Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. • Continue to assess and teach secure phoneme–grapheme knowledge, accurate word spelling and sentence dictation; provide targeted practice where KS1 foundations remain insecure. • Map the school's Year 3 selection of the combined Years 3/4 spelling patterns and statutory word list, checking coverage across both years.	so transcription does not impede composition. • Follow Kinetic Letters movement patterns, letter families and terminology; consolidate secure formation and appropriate joins before expecting sustained fluent handwriting. • Monitor legibility, writing speed and fatigue, adapting positioning and support, including for left-handed pupils.	• With guidance, propose changes to grammar and vocabulary to improve consistency and clarity. • Proofread for spelling and punctuation errors. • Read their writing aloud to a group or class using appropriate intonation, tone and volume. • Build deliberately from Year 2 sequences of sentences: teach pupils to group related ideas, then shape these into purposeful paragraphs rather than treating a paragraph as a fixed number of sentences. • Model planning, oral rehearsal and sentence construction; provide meaningful reasons to write while gradually increasing independence.	• Check that pupils can reliably construct and punctuate complete sentences before increasing grammatical complexity; revisit taught sentence boundaries where needed.

Curriculum sequencing note: The National Curriculum sets a combined programme of study for Years 3 and 4. The allocation of combined spelling, handwriting and composition content on this page is Bewdley Primary School's sequencing decision. All pupils continue to work towards the full statutory Years 3/4 entitlement by the end of Year 4. Year 3 grammar content below follows the year-specific requirements in English Appendix 2.

Year 3 Grammar Detail - English Appendix 2

Word

- Formation of nouns using a range of prefixes, for example super-, anti- and auto-.
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel sound.
- Word families based on common words, showing how words are related in form and meaning.

Sentence

- Expressing time, place and cause using conjunctions, for example when, before, after, while, so, because.
- Expressing time, place and cause using adverbs, for example then, next, soon, therefore.
- Expressing time, place and cause using prepositions, for example before, after, during, in, because of.

Text

- Introduction to paragraphs as a way to group related material.
- Headings and sub-headings to aid presentation.
- Use of the present perfect form of verbs instead of the simple past where appropriate.

Punctuation

- Introduction to inverted commas to punctuate direct speech.

Terminology pupils should know

- preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)

• Foundational skills: Check spelling, handwriting fluency, dictation and sentence construction regularly. Identify the precise barrier and provide additional explicit teaching and practice without restricting pupils' access to rich oral composition.

• Spelling sequence: Teach the school's planned Year 3 allocation of National Curriculum Appendix 1; review it alongside Year 4 to secure complete Years 3/4 coverage. Pupils needing earlier phonics knowledge receive targeted teaching alongside age-appropriate language and composition.

• Handwriting: Use Kinetic Letters consistently; accurate, comfortable, increasingly fluent transcription supports composition. Provide suitable adjustments for left-handed writers.

• Composition: Teach how sentences relate to one another within narratives and non-fiction. Use model texts, vocabulary discussion, oral rehearsal, teacher modelling and purposeful revision; paragraphing develops around related ideas.

Year 3 teaching emphasis – secure foundations and purposeful progression

End of Year 3: What should this look like in practice?

Think and plan: Discuss model texts, identify useful features and record ideas before beginning to write.

Write: Produce increasingly sustained narratives and non-fiction, with a clear overall structure and ideas beginning to be organised into paragraphs.

Transcribe: Use joined handwriting with increasing consistency and fluency so that handwriting places fewer demands on composition.

Spell: Apply an expanding repertoire of Years 3/4 spelling knowledge, including prefixes, suffixes and homophones, and begin to use dictionaries efficiently.

Construct sentences: Orally rehearse and write an increasing range of sentences, extending ideas through conjunctions and using adverbs and prepositions to express relationships.

Apply grammar: Apply Year 3 grammar within meaningful writing, including the present perfect, paragraphing and introductory direct-speech punctuation.

Develop vocabulary: Draw on reading, discussion and curriculum knowledge to make increasingly precise vocabulary choices.

Revise: Assess writing with support and make purposeful changes to vocabulary and grammar to improve meaning and consistency.

Edit and proofread: Identify and correct increasingly familiar spelling and punctuation errors.

Dictate: Accurately record dictated sentences containing spelling patterns and punctuation already taught.

Share: Read writing aloud with appropriate intonation, tone and volume so that meaning is clear.

Curriculum note: Year 3 marks the transition into lower key stage 2. Pupils should consolidate accurate sentence writing and transcription while learning to organise ideas beyond the sentence: first into related groups and increasingly into paragraphs. Teacher modelling, oral rehearsal and clear scaffolds remain important as pupils encounter richer vocabulary, more varied sentence structures and a broader range of writing.

Source and status: The statutory basis is the National curriculum in England: English programmes of study (Department for Education), including English Appendices 1 and 2. The National Curriculum combines the main writing programme and spelling requirements for Years 3 and 4, while

Appendix 2 specifies year-by-year grammar content. The Year 3 allocation of combined content and the 'End of Year 3' summary are Bewdley Primary School curriculum sequencing decisions. Implementation notes on foundational skills, Kinetic Letters and paragraph progression are BPS teaching decisions informed by the DfE Writing Framework (2025); they do not replace statutory content.

Year 4: Progression and End-of-Year Expectations

Year 4: securing the statutory Years 3 and 4 programme of study

Spelling	Handwriting	Composition	Grammar & Punctuation
• Consolidate and apply the full range of prefixes and suffixes taught across Years 3 and 4, understanding how they affect word meaning and spelling. • Secure spelling patterns from the Years 3/4 programme, including endings such as -sure/-ture, -sion and -ous and other patterns specified in Appendix 1. • Spell further homophones and near-homophones accurately in context. • Spell words that are often misspelt, drawing increasingly independently on morphology, word families and known spelling patterns. • Place the possessive apostrophe accurately in words with regular plurals and irregular plurals.	• Use the diagonal and horizontal strokes needed to join letters securely. • Understand and apply which adjacent letters are best left unjoined. • Use joined handwriting consistently throughout independent writing where appropriate. • Increase the legibility, consistency and quality of handwriting. • Ensure downstrokes are parallel and equidistant and letter size and spacing are increasingly consistent. • Space lines sufficiently so that ascenders and descenders do not touch. • Develop sufficient fluency and speed for handwriting to keep pace with composition.	• Plan by discussing writing similar to that being produced and independently identify useful structure, vocabulary and grammar. • Discuss, develop and record ideas, making purposeful choices before writing. • Compose and rehearse sentences orally, including dialogue, using a varied and increasingly rich vocabulary and range of sentence structures. • Organise paragraphs securely around a theme. • In narratives, create and develop settings, characters and plot. • In non-fiction, select and use appropriate organisational devices, including headings and sub-headings.	• Extend sentences with more than one clause using a wider range of conjunctions, including when, if, because and although. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbials and punctuate them with commas. • Use expanded noun phrases by adding modifying adjectives, nouns and preposition phrases. • Understand the grammatical difference between plural -s and possessive -s. • Use Standard English forms for verb inflections instead of local spoken forms where appropriate.

• Secure an increasing proportion of the statutory Years 3/4 word list and apply these spellings in independent writing. • Use knowledge of root words, prefixes and suffixes to make informed spelling choices. • Use the first 2 or 3 letters of a word to check its spelling efficiently in a dictionary. • DICTATION: Write from memory sentences dictated by the teacher that include words and punctuation taught so far. • Revisit and assess any insecure phoneme–grapheme correspondences, spelling patterns and high-frequency words; provide precise additional teaching rather than assuming KS1 transcription is secure.	• Continue explicit Kinetic Letters teaching and use its agreed formation, joining and movement language consistently; check legibility and fluency, including appropriate support for left-handed pupils.	• Assess the effectiveness of their own and others' writing and identify specific improvements. • Propose purposeful changes to grammar and vocabulary to improve consistency, clarity and cohesion, including accurate choice of nouns and pronouns. • Proofread increasingly independently for spelling and punctuation errors. • Read writing aloud with appropriate intonation, tone and volume so that meaning is clear. • Build deliberately from secure sentences into coherent paragraphs: model how related sentences develop one idea and how paragraphs connect across a whole text.	• Use paragraphs to organise ideas around a theme and use appropriate nouns and pronouns to aid cohesion. • Use apostrophes to mark plural possession. • Use and punctuate direct speech accurately, including punctuation within inverted commas. • Apply Year 4 grammar from English Appendix 2 and use Year 4 terminology accurately. • Revisit accurate sentence demarcation and grammatical foundations where assessment identifies gaps, alongside teaching the full Year 4 content.

Curriculum sequencing note: The National Curriculum sets a combined programme of study for Years 3 and 4. Year 4 therefore secures and extends the combined spelling, handwriting and composition entitlement introduced in Year 3, with increasing fluency and independence. The allocation and emphasis shown here represent Bewdley Primary School's sequencing. Year 4 grammar content follows the year-specific requirements in English Appendix 2.

Foundational skills and responsive teaching (BPS implementation): Check spelling application, handwriting legibility and automaticity, sentence construction and punctuation through short, purposeful samples and dictation. Identify the precise barrier, teach and practise it explicitly, then check transfer into independent writing. Maintain ambitious oral composition and curriculum content while providing additional transcription support. Ensure the school's Years 3/4 spelling coverage map accounts for every requirement in English Appendix 1 and the statutory word list by the end of Year 4.

Year 4 Grammar Detail - English Appendix 2

Word

- The grammatical difference between plural and possessive -s.
- Standard English forms for verb inflections instead of local spoken forms, for example we were rather than we was, or I did rather than I done.

Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- Fronted adverbials, for example Later that day, I heard the bad news.

Text

- Use of paragraphs to organise ideas around a theme.
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Punctuation

- Use of inverted commas and other punctuation to indicate direct speech.
- Apostrophes to mark plural possession.
- Use of commas after fronted adverbials.

Terminology pupils should know

- determiner, pronoun, possessive pronoun, adverbial

End of Year 4: What should this look like in practice?

Think and plan: Use model texts and discussion to identify structure, vocabulary and grammar, then record and organise ideas with increasing independence.

Write: Produce sustained narratives and non-fiction in which ideas are organised coherently into paragraphs and appropriate organisational features support the reader.

Transcribe: Write in a consistent, joined, legible style with sufficient fluency for handwriting not to impede composition.

Spell: Apply the Years 3/4 spelling repertoire with increasing accuracy, including taught prefixes, suffixes, homophones, commonly misspelt words and possessive apostrophes, using dictionaries independently when needed.

Construct sentences: Select from a wider range of sentence structures and use conjunctions and adverbials deliberately to express relationships between ideas.

Apply grammar: Use Year 4 grammar increasingly accurately in independent writing, including expanded noun phrases, fronted adverbials, pronoun choices and Standard English verb forms.

Structure and cohere: Organise related ideas into paragraphs and make deliberate noun and pronoun choices to support cohesion and avoid unnecessary repetition.

Use direct speech: Integrate direct speech into narrative and increasingly punctuate it accurately.

Revise: Evaluate effectiveness and make purposeful changes to vocabulary and grammar to improve clarity, consistency and effect.

Edit and proofread: Proofread increasingly independently for spelling and punctuation, including taught apostrophe and direct-speech conventions.

Dictate: Accurately record dictated sentences containing the spelling and punctuation knowledge taught across Years 3 and 4.

Share: Read writing aloud confidently, controlling intonation, tone and volume to communicate meaning.

Curriculum note: By the end of Year 4, pupils should have secured the statutory lower key stage 2 writing entitlement sufficiently to enter upper key stage 2 with strong foundations. The emphasis shifts from introduction and supported application towards fluency, control and increasing independence: pupils should organise paragraphs securely, make deliberate sentence and vocabulary choices, revise meaningfully and proofread with growing accuracy.

Source and status: The statutory basis is the National curriculum in England: English programmes of study (Department for Education), including English Appendices 1 and 2. The National Curriculum combines the main writing programme and spelling requirements for Years 3 and 4, while

Appendix 2 specifies year-by-year grammar content. The Year 4 allocation and emphasis of combined content and the 'End of Year 4' summary are Bewdley Primary School curriculum sequencing decisions.

Implementation note: Kinetic Letters is the school’s handwriting approach. The DfE Writing Framework informs explicit teaching, transcription fluency, oral composition, revision and responsive support; it is guidance rather than additional statutory content.

Year 5: Progression and End-of-Year Expectations

Year 5 sequencing towards the statutory Years 5 and 6 programme of study

Spelling	Handwriting	Composition	Grammar & Punctuation
• Begin to secure the Years 5/6 spelling programme, using further prefixes and suffixes and understanding the guidance for adding them. • Develop spelling of words with endings such as -cious/-tious and -cial/-tial, and other patterns allocated within the school's Year 5 sequence. • Develop spelling of words ending in -ant, -ance/-ancy, -ent and -ence/-ency. • Develop spelling of words containing letter strings and patterns where pronunciation and spelling relationships are less predictable. • Continue to distinguish and accurately spell further homophones and other words that are often confused. • Use knowledge of morphology and etymology to support spelling and explain relationships between words. • Learn and apply an increasing proportion of the statutory Years 5/6 word list, with Year 5	• Write legibly, fluently and with increasing speed. • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. • Choose the writing implement that is best suited for a task. • Maintain a consistent, fluent joined style for sustained independent writing where appropriate. • Increase handwriting speed so that letter formation does not impede composition. • Use an unjoined style where appropriate, for example for labels, forms, email addresses or mathematical notation. • Match the standard and presentation of handwriting to the purpose of the task. • Continue Kinetic Letters terminology, accurate movement patterns, appropriate joins and left-handed adaptations. • Monitor speed, legibility and stamina; provide targeted practice	• Plan writing by identifying the audience and purpose, selecting an appropriate form and using similar writing as models. • Note and develop initial ideas, drawing on reading and research where necessary. • In narratives, consider how authors develop characters and settings and use this knowledge to inform their own writing. • Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. • In narratives, describe settings, characters and atmosphere and begin to integrate dialogue to convey character and advance action. • Précis longer passages where appropriate. • Use a range of devices to build cohesion within and across paragraphs. • Use organisational and presentational devices to structure non-fiction and guide the reader.	• Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun. • Use modal verbs and adverbs to indicate degrees of possibility. • Use expanded noun phrases to convey increasingly precise and detailed information. • Use commas to clarify meaning or avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use devices to build cohesion within a paragraph, for example then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time, place and number or tense choices. • Recognise and use vocabulary and structures appropriate for increasingly formal written contexts where relevant. • Apply the Year 5 grammar specified in English Appendix 2 and use Year 5 grammatical terminology accurately. • Apply grammar and punctuation for clarity and effect, not as a

selections identified through the school's spelling sequence. • Use dictionaries to check spelling and meaning and use a thesaurus appropriately to support vocabulary choices. • DICTATION PRACTICE (BPS curriculum approach): apply previously taught spelling and punctuation accurately in dictated sentences. Dictation is not a separate statutory Years 5/6 National Curriculum statement. • Revisit insecure earlier GPCs and spelling patterns through precise assessment and additional teaching. • Map the complete statutory Years 5/6 Appendix 1 spelling content and word list across Years 5 and 6.	when transcription restricts composition.	• Assess the effectiveness of their own and others' writing and propose purposeful changes to vocabulary, grammar and punctuation. • Ensure increasingly consistent and correct use of tense and subject-verb agreement. • Proofread for spelling and punctuation errors and perform their own compositions using appropriate intonation, volume and movement. • Build on Year 4 paragraphing by selecting and linking ideas purposefully within and across paragraphs. • Model, orally rehearse and practise sentence construction where needed; teach connected writing, not isolated feature collection.	checklist of features. • Revisit sentence boundaries, agreement and previously taught punctuation where gaps persist.

BPS foundational-skills and implementation note

• Assess spelling, letter formation, handwriting fluency, sentence accuracy and proofreading; plan precise additional teaching for pupils with insecure earlier foundations while maintaining ambitious composition.

• Continue Kinetic Letters language and movement patterns; teach effective writing positions, appropriate joins and writing-tool choices, including left-handed adaptations.

• Map the combined statutory Years 5/6 spelling requirements and word list across both years. Dictation is a BPS teaching strategy, not a separate statutory Years 5/6 statement.

• Model how ideas become coherent paragraphs and purposeful texts; pupils’ oral composition may be more sophisticated than their transcription.

Year 5 Grammar Detail - English Appendix 2

Word

• Converting nouns or adjectives into verbs using suffixes, for example -ate, -ise and -ify.

• Verb prefixes, for example dis-, de-, mis-, over- and re-.

Sentence

• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

• Indicating degrees of possibility using adverbs or modal verbs.

Text

• Devices to build cohesion within a paragraph, for example then, after that, this, firstly.

• Linking ideas across paragraphs using adverbials of time, place and number or tense choices.

Punctuation

• Brackets, dashes or commas to indicate parenthesis.

• Use of commas to clarify meaning or avoid ambiguity.

Terminology pupils should know

• modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

End of Year 5: What should this look like in practice?

Think and plan: Identify audience, purpose and form before writing; draw deliberately on models, reading and research to develop ideas.

Write: Sustain increasingly ambitious narrative and non-fiction writing, selecting content and organisation to meet a clear purpose.

Transcribe: Write legibly and fluently at an increasing speed, making sensible choices about joins, style and writing implement.

Spell: Apply a growing range of Years 5/6 spelling patterns and statutory words, using morphology, etymology and dictionaries to solve unfamiliar spellings.

Construct sentences: Control a broader repertoire of sentence structures, including relative clauses, and select structures according to meaning and effect.

Apply grammar: Use modal verbs/adverbs, expanded noun phrases and Year 5 grammar purposefully rather than as isolated features.

Structure and cohere: Build cohesion within paragraphs and begin to manage links across paragraphs through adverbials and tense choices.

Develop narrative: Create settings, characters and atmosphere and use dialogue increasingly purposefully to reveal character or move action forward.

Revise: Evaluate whether writing meets its purpose and make increasingly independent changes to vocabulary, grammar and punctuation.

Edit and proofread: Maintain tense and subject-verb agreement and proofread increasingly accurately for spelling and punctuation.

Dictation practice: Apply previously taught spelling and punctuation accurately in dictated sentences as part of the Bewdley Primary School curriculum approach.

Share: Perform compositions using intonation, volume and movement so that meaning and impact are clear.

Curriculum note: Year 5 marks the transition into upper key stage 2. Pupils should move beyond simply using taught features towards selecting vocabulary, grammar, sentence structures and organisational choices because they suit a particular audience and purpose. Teacher modelling remains important, but pupils should take increasing responsibility for planning, cohesion, revision and proofreading. Year 6 will build on this by expecting secure, sustained and increasingly conscious control across the full Years 5/6 entitlement.

Source and status: The statutory basis is the National curriculum in England: English programmes of study (Department for Education), including English Appendices 1 and 2. The National Curriculum combines the main writing, spelling and handwriting programme for Years 5 and 6, while Appendix 2 specifies year-by-year grammar content. The Year 5 allocation and emphasis of combined content, the dictation practice statement, and the 'End of Year 5' summary are Bewdley Primary School curriculum sequencing decisions.

Year 6: Progression and End-of-Year Expectations

Year 6: securing the statutory Years 5 and 6 programme of study

Spelling	Handwriting	Composition	Grammar & Punctuation
• Secure and apply the full Years 5/6 spelling programme, including further prefixes and suffixes and the guidance for adding them. • Secure spelling patterns including -cious/-tious, -cial/-tial, -ant/-ance/-ancy, -ent/-ence/-ency and other patterns specified in Appendix 1. • Spell words containing letter strings and patterns where the relationship between pronunciation and spelling is less predictable. • Distinguish and accurately spell further homophones and other words that are often confused. • Use knowledge of morphology and etymology increasingly independently to understand and spell unfamiliar words. • Secure and apply the statutory Years 5/6 word list, recognising that some words may be	• Write legibly, fluently and with sufficient speed to meet the demands of sustained writing. • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. • Choose the writing implement best suited to the task. • Maintain a consistent, fluent joined style where appropriate. • Use an unjoined style appropriately, for example for labels, forms, email addresses and mathematical notation. • Adapt the standard and presentation of handwriting to the purpose, distinguishing between quick notes and polished final pieces. • Ensure handwriting automaticity supports rather than constrains composition across the curriculum.	• Plan writing by identifying audience and purpose, selecting the appropriate form and drawing critically on similar writing as models. • Note and develop initial ideas, drawing on reading and research where necessary. • In narratives, draw on knowledge of how authors develop characters and settings. • Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. • Describe settings, characters and atmosphere and integrate dialogue purposefully to convey character and advance action. • Précis longer passages where appropriate. • Use a wide range of devices to build cohesion within and across paragraphs.	• Recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms. • Use passive verbs to affect the presentation of information in a sentence. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs and adverbs to indicate degrees of possibility and relative clauses where appropriate, consolidating Years 5/6 knowledge. • Use commas to clarify meaning or avoid ambiguity. • Use hyphens to avoid ambiguity. • Use brackets, dashes or commas for parenthesis.

appropriately taught through patterns, morphology and word families. • Use dictionaries independently to check spelling and meaning and use a thesaurus appropriately to refine vocabulary choices. • Apply spelling knowledge accurately within sustained independent writing, proofreading and correcting errors independently. • DICTATION PRACTICE (BPS curriculum approach): apply previously taught spelling and punctuation accurately in dictated sentences. Dictation is not a separate statutory Years 5/6 National Curriculum statement. • FOUNDATIONAL SKILLS: Monitor the accuracy and automaticity of spelling in independent writing; identify gaps in phoneme–grapheme knowledge, morphology and word-specific spellings, and provide precise additional teaching and practice.	• Continue the agreed Kinetic Letters approach, including consistent formation, appropriate joining, efficient pencil hold and positioning, and support for left-handed pupils where needed. • Check that handwriting remains legible and sufficiently automatic during extended writing; provide targeted practice where effortful transcription limits composition.	• Use further organisational and presentational devices to structure text and guide the reader. • Assess the effectiveness of their own and others' writing and propose purposeful changes to vocabulary, grammar and punctuation. • Ensure consistent and correct use of tense and subject-verb agreement, including when using singular and plural. • Distinguish appropriately between the language of speech and writing and select an appropriate register. • Proofread accurately for spelling and punctuation errors. • Perform compositions using appropriate intonation, volume and movement so that meaning is clear. • Build on Year 5 by teaching pupils to make deliberate choices about the order and development of ideas across a whole text, not simply to include isolated language features.	• Use semicolons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list and use semicolons within lists where appropriate. • Punctuate bullet points consistently. • Use cohesive devices across paragraphs and understand how layout devices structure a text. • Apply Year 6 grammar from English Appendix 2 and use Year 6 grammatical terminology accurately and consciously. • Check secure control of sentence boundaries, punctuation and grammatical accuracy in sustained writing, not only in isolated exercises; reteach and practise identified gaps.

• Map the complete statutory Years 5/6 spelling content and word list across Years 5 and 6; check coverage and revisit insecure patterns before transition to Year 7.		• Model and practise the full writing process: generate and organise ideas, orally rehearse demanding sentences, draft, reread, revise for meaning and effect, and proofread for transcription accuracy. • Where pupils' foundational skills remain insecure, provide explicit support without restricting access to ambitious vocabulary, rich reading or meaningful composition.	

Curriculum sequencing note: The National Curriculum sets a combined programme of study for Years 5 and 6. Year 6 therefore consolidates, secures and applies the full upper key stage 2 entitlement introduced and developed in Year 5, with greater independence, conscious control and adaptability. The allocation and emphasis shown here represent Bewdley Primary School's sequencing. Year 6 grammar content follows the year-specific requirements in English Appendix 2.

Foundational skills and responsive teaching (BPS implementation)

• Use brief, regular checks of spelling, handwriting fluency, sentence construction and proofreading in pupils' own writing; identify the precise barrier rather than relying on an overall writing judgement.

• Teach and revisit insecure transcription skills explicitly, including for pupils who have not secured earlier phonics or spelling knowledge. Use targeted practice and check whether learning transfers into independent writing.

• Continue Kinetic Letters terminology and expectations. Maintain ambitious oral language, reading and composition for pupils receiving additional foundational support.

• Use the agreed Years 5/6 spelling coverage map to confirm all statutory Appendix 1 content and word-list teaching has been addressed by the end of Year 6.

• Maintain an appropriate balance between fluent transcription, purposeful composition and preparation for the demands of secondary school.

Year 6 Grammar Detail - English Appendix 2

Word

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- How words are related by meaning as synonyms and antonyms.

Sentence

- Use of the passive 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, including the use of question tags and subjunctive forms.

Text

- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- Layout devices such as headings, sub-headings, columns, bullets or tables to structure text.

Punctuation

- Use of the semicolon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semicolons within lists.
- Punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity.

Terminology pupils should know

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points

End of Year 6: What should this look like in practice?

Think and plan: Independently identify audience, purpose and form, drawing selectively on models, reading and research to shape an effective response.

Write: Write fluently and effectively for a range of purposes and audiences, sustaining control across longer pieces and adapting style appropriately.

Transcribe: Write legibly and at sufficient speed for transcription to be largely automatic and not constrain composition.

Spell: Apply the full Years 5/6 spelling repertoire with increasing accuracy, independently using morphology, etymology, dictionaries and proofreading strategies.

Construct sentences: Consciously control sentence structure and vary it according to purpose, meaning, emphasis and effect.

Apply grammar: Select and manipulate grammar purposefully, including active/passive voice, formal structures, perfect verb forms and complex noun phrases.

Control register: Distinguish between speech and writing and between formal and informal registers, selecting vocabulary and grammatical structures appropriately.

Structure and cohere: Create cohesion within and across paragraphs through deliberate lexical and grammatical choices and use layout devices effectively in non-fiction.

Develop narrative: Control setting, character, atmosphere and plot, integrating dialogue so that it reveals character and advances action rather than interrupting the narrative.

Revise: Evaluate writing against its intended audience and purpose and make independent, substantive revisions to content, vocabulary, grammar, structure and cohesion.

Edit and proofread: Maintain tense and subject-verb agreement and independently identify and correct spelling, grammar and punctuation errors.

Dictation practice: Apply previously taught spelling and punctuation accurately in dictated sentences as part of the Bewdley Primary School curriculum approach.

Share: Perform writing confidently and deliberately, using intonation, volume and movement to communicate meaning and effect.

Year 6 curriculum principle

PURPOSE IT → CRAFT IT → CONTROL IT → REFINE IT → EDIT IT → OWN IT

Curriculum note: By the end of Year 6, pupils should be sufficiently fluent and effortless writers to manage the general demands of the Year 7 curriculum. The defining feature of Year 6 is not simply the presence of more grammatical features, but increasingly conscious control: pupils should select vocabulary, grammar, sentence structure, register, cohesion and organisation because they suit the audience and purpose. They should be able to plan, draft, revise and edit with substantial independence while maintaining accurate transcription.

Source and status: The statutory basis is the National curriculum in England: English programmes of study (Department for Education), including English Appendices 1 and 2. The National Curriculum combines the main writing, spelling and handwriting programme for Years 5 and 6, while Appendix 2 specifies year-by-year grammar content. The Year 6 allocation and emphasis of combined content, the dictation practice statement, and the 'End of Year 6' summary are Bewdley Primary School curriculum sequencing decisions.