



Writing Long Term Sequence



Nursery Writing Long-Term Sequence

- Makes marks in different media using hands or mark-making tools.
- Adds some marks to their drawings, which they sometimes give meaning to.
- Adds some marks to their drawings which they give meaning to For example, ‘That’s says mummy’
- Makes different marks including closed shapes e.g. circles.
- Writes letter shapes or random letters (often from their own name).
- Writes some or all of their first name—not necessarily forming letters correctly.
- Uses ‘pretend writing’; including letters and letter shapes, giving meaning to the marks they make.
- Indicates the difference between pictures and writing.

	Autumn Term	Spring Term	Summer Term
Reception	Key focus: Mark-making and developing gross and fine motor control Making marks using a variety of tools Using whole-arm movements to draw and paint Beginning to give meaning to marks Holding mark-making tools with increasing control Types of writing • Free mark-making • Drawing • Large scale mark-making • Pattern making • Early pretend writing	Key focus: Mark-making with meaning Developing hand strength and coordination Beginning to explain what marks represent. Drawing recognisable shapes. Using lines and circles intentionally. Beginning to recognise some letters (especially in their name). Increasing pencil control. Attempts to copy own name. Types of writing • Drawing with labels • Early pretend writing • Writing in role play • Pattern writing • Name recognition	Key focus: Early letter awareness and controlled mark-making Beginning to form some letters Attempting to write their name Writing letter-like shapes Drawing detailed pictures Using smaller controlled movements Types of writing • Name writing attempts • Labels for drawings • Lists • Writing letters from their name • Role-play writing

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Writing Long Term Sequence



Reception Writing Long-Term Sequence			
Transcription		VGPS	Composition
- Can independently write their own name (first name only; correct formation unlikely) - Uses initial sounds - Uses initial sounds and some letter strings - Uses a sound mat to support grapheme–phoneme correspondence (if needed) - Spells cvcs - Leaves spaces between words - Forms most letters correctly - Spells some common exception words - Spells ccvc/cvcc words, and/or words containing digraphs - Usually forms all letters correctly - Uses phonetically plausible spelling, including more complex graphemes and irregular words		- Beginning to use capital letters and full stops - Uses basic punctuation accurately (capital letters, full stops, sometimes question/exclamation marks)	- Re-reading to check it makes sense - Writes simple phrases including cvcs - Write simple phrases and sentences that can be read by others. - Writes simple transcribed sentence - Orally compose and record a sentence - Writes for a range of purposes - Constructs coherent sentences and short sequences with some organisation - Begins to show authorial voice, adding detail, humour, or narrative structure
	Autumn Term	Spring Term	Summer Term
Reception	Key focus: Mark-making Write own name independently. Possibly beginning to use initial sounds of known graphemes. Use initial sounds to represent words. Types of writing Mark-making	Key focus: Spelling cvcs. Writing short phrases including cvcs. Re-read what they have written to check it makes sense. Types of writing - Captions - Lists - Instructions	Key focus: Writing sentences Spaces between words Spelling ccvc and cvcc words Spelling some common exception words. Writing so others can read it. Writing sentences independently – preparation for Year 1.

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Writing Long Term Sequence



	• Distinctions between drawing and writing – that writing holds meaning • Labelling and lists	• Short sentences • Story captions • Character descriptions	Capital letters and full stops Using phonics to spell unfamiliar words. Writing multiple sentences. Writing First and Surname. Types of writing • Sentences • Story retelling • Simple descriptions • Instructions • Messages or cards • Poetry • Recounts
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Writing Long Term Sequence



Transcription		VGPS	Composition
• Application of phonics • Letter/number formation secure • Orientation on the page secure (e.g. spacing, sizing etc)		• Basic co-ordination (and) • Capital letters. • Full stops • ? • ! • Basic affixes (e.g. un/ing/s/es)	• Write simple dictated sentences. • Orally compose and record a sentence. • Sequence sentences to form a short narrative
	Autumn Term	Spring Term	Summer Term
Year 1	Setting description Instructional writing Poetry (pattern and rhyme) Stories with familiar settings Poetry: playing with language	Informal letters Poetry on a theme (nature) Stories with familiar settings Recount from personal experience Poetry: playing with language	Informal letters Setting descriptions Poetry on a theme (nature) Instructional writing Poetry (pattern and rhyme) Recount from personal experience

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Writing Long Term Sequence



Transcription		VGPS	Composition
- Form 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		- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. - Use present and past tense mostly correctly and consistently. - Use co-ordination (e.g. Or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. - Spell many common exception words	- Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Write about real events, recording these simply and clearly
	Autumn Term	Spring Term	Summer Term
Year 2	Character descriptions Simple retelling of a narrative Poems developing vocabulary Stories from other cultures Formal invitations	Non-chronological reports Formal invitations Recount from personal experience Simple retelling of a narrative	Non-chronological reports Recount from personal experience Stories from other cultures Poetry on a theme (change) Character descriptions Poems developing vocabulary

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Writing Long Term Sequence



Transcription		VGPS	Composition
- Fluent handwriting with evidence of learning to join. - Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) - Spelling high-frequency words securely o Check spelling using a dictionary - Identify and correct basic transcriptional errors		- Select the appropriate spelling of homophones (e.g. there, where, one, two) - Subordination to join clauses (e.g. after, while, because) - Basic knowledge of present/past tense - Basic knowledge of 1st/3rd person - Inverted commas to mark dialogue. - Detail added through expanded noun phrases and adverbs	- Write dictated sentences containing spellings and punctuation taught so far. - Write well-organised paragraphs. - Plan, draft, and edit simple whole texts that follow a tight structure. - Create simple narrative, settings, and characters.
	Autumn Term	Spring Term	Summer Term
Year 3	First person narrative descriptions Non-chronological reports Formal letters to complain Performance poetry Dialogue through narrative (historical stories)	Third person narrative (animal stories) First person narrative descriptions Non-chronological reports Performance poetry Advanced instructional writing	Third person narrative (animal stories) Poetry on a theme (emotions) Formal letters to complain. Dialogue through narrative (historical stories) Advanced instructional writing

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Writing Long Term Sequence



Transcription		VGPS	Composition
- Joined fluent handwriting. - Spelling using phonics, etymology, morphology. - Secure use of a range of affixes - Check and correct spelling using a dictionary. - Identify and correct transcriptional errors with a high degree of accuracy		- Spell common homophones (e.g. here, weather, who's) - Varied sentence structure - Sustained tense/perspective - Inverted commas and other associated punctuation - Detail added through a range of devices, including fronted adverbials. - Apostrophes for plural possession	- Write dictated sentences containing spellings and punctuation taught so far. - Write well-structured paragraphs around a theme. - Plan, draft, and edit simple whole texts that follow a tight structure. - Create simple narrative settings, characters, and plots
	Autumn Term	Spring Term	Summer Term
Year 4	Poems which explore form Persuasive writing (adverts) First person diary entries Third person adventure stories News reports Critical analysis of narrative poetry	Stories from other cultures Explanatory texts Persuasive writing (adverts) First person diary entries Poems which explore form	Stories from other cultures News reports Explanatory texts Third person adventure stories Critical analysis of narrative poetry

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