



Year 1

Transcription		VGPS	Composition
<ul style="list-style-type: none"> • Application of phonics • Letter/number formation secure • Orientation on the page secure (e.g. spacing, sizing etc) 		<ul style="list-style-type: none"> • Basic co-ordination (and) • Capital letters. • Full stops • ? • ! • Basic affixes (e.g. un/ing/s/es) 	<ul style="list-style-type: none"> • 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	<p>Setting description</p> <p>Instructional writing</p> <p>Poetry (pattern and rhyme)</p> <p>Stories with familiar settings</p> <p>Poetry: playing with language</p>	<p>Recount from personal experience.</p> <p>Informal letters</p> <p>Poetry on a theme (nature)</p> <p>Stories with familiar settings</p> <p>Recount from personal experience.</p> <p>Poetry (pattern and rhyme)</p>	<p>Informal letters</p> <p>Setting descriptions</p> <p>Poetry on a theme (nature)</p> <p>Instructional writing</p> <p>Poetry: playing with language</p>

‘Little seeds grow magnificent trees’



Year 2

Transcription		VGPS	Composition
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Poetry on a theme (humorous) Character descriptions Poems developing vocabulary. Recount from personal experience.	Non-chronological reports Recount from personal experience. Simple retelling of a narrative Stories from other cultures

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Year 3

Transcription		VGPS	Composition
<ul style="list-style-type: none"> • Fluent handwriting with evidence of learning to join. • Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) • Spelling high-frequency words securely • Check spelling using a dictionary • Identify and correct basic transcriptional errors 		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 Poetry on a theme (emotions) Formal letters to complain. Performance poetry (poetry from other cultures) Dialogue through narrative (historical stories)	Third person narrative (animal stories) First person narrative descriptions Non-chronological reports Performance poetry (including poetry from other cultures) 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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Year 4

Transcription		VGPS	Composition
<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Spell common homophones (e.g. here, weather, who's) • Varied sentence structure o Sustained tense/perspective • Inverted commas and other associated punctuation • Detail added through a range of devices, including fronted adverbials. • Apostrophes for plural possession 	<ul style="list-style-type: none"> • 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) Third person adventure stories Critical analysis of narrative poetry	Stories from other cultures First person diary entries News reports Explanatory texts

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