

Core Skills EYFS Writing



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children can talk about their ideas.</p> <p>Children are beginning to enjoy writing and sharing their imagination.</p> <p>Children sometimes write for pleasure.</p> <p>Can listen to their peers and adults and follow instructions.</p> <p>Children are developing in their verbal ability to speak in sentences ready for writing in sentences.</p> <p>Children are acquiring the physical skills needed for writing.</p>	<p>Children enjoy opportunities to write.</p> <p>Children are supportive of each other's ideas and writing.</p> <p>Children feel confident to share their ideas and their written work.</p> <p>Children understand that their 'Have A Go' books are for independent writing and are happy to 'have a go'.</p> <p>Children are beginning to understand that they might not be able to do it 'yet'.</p>	<p>Use some of their print and letter knowledge in their early writing e.g. write a pretend shopping list that starts at the top of the page, write 'm' for mummy.</p> <p>Write their name.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sound and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>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.</p>	<p>Children know the sound-spelling correspondence and can use these to sound out words in their writing.</p> <p>Can sound out CVC words.</p> <p>Be able to write the High Frequency words outlined in Sounds-Write Unit 1-15.</p> <p>Can write a simple sentence.</p> <p>Know the lower-case and corresponding capital letters in the alphabet.</p> <p>Can start a sentence with a capital letter and end it with a full stop.</p> <p>Can leave spaces between words.</p> <p>Knows to write from left to write and to go under at the end of the page.</p> <p>Knows that a list is written down the page from top to bottom.</p> <p>Using some new vocabulary learned in their writing.</p>	<p>Short sharp daily phonics sessions that focus on learning in small steps.</p> <p>Letter formation/handwriting whole class/small group sessions.</p> <p>'Have A Go' monthly writing assessments.</p> <p>Opportunities for mark making in continuous provision both inside and outside.</p> <p>Range of tools for mark making available e.g pencils, pastels, felt tips, crayons, chalk, highlighters.</p> <p>Floorbook for recording writing.</p> <p>Seesaw used to capture informal writing evidence.</p>	<p>Interactive whiteboard used for modelling writing.</p> <p>Letter formation videos</p> <p>Photos/videos to inspire writing opportunities.</p>	<p>Children have a good pencil grip and controlled pressure on paper.</p> <p>Children enjoy writing for pleasure.</p> <p>Children 'write' for different purposes.</p> <p>Children can write their name accurately.</p> <p>Children can form letters correctly.</p>

KS1 Writing Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children can talk about their ideas.</p> <p>Children are beginning to enjoy writing and sharing their imagination.</p> <p>Children sometimes write for pleasure.</p> <p>Can listen to their peers and adults and follow instructions.</p> <p>Children are verbally forming sentences correctly and using the standard form of English.</p>	<p>Children enjoy opportunities to write.</p> <p>Children are supportive of each other's ideas and opinions.</p> <p>Children are happy to read their own writing out loud.</p>	<p>Children can use all of the year 1 and 2 statutory spellings in their own writing.</p> <p>Children can write nonfiction and fiction pieces.</p> <p>Children can read their own writing back out loud.</p> <p>Children can plan their writing verbally.</p> <p>Children can use simple prefixes and suffixes in their writing..</p> <p>Children can clearly form their letters, holding their pencil correctly and leaving finger spaces.</p>	<p>Children know all of their phonetic sounds and are using them to spell phonetically in their work.</p> <p>Children know all the letters of the alphabet and can distinguish between the sound and letter name.</p> <p>Children can use full stops, question marks, capital letters and apostrophes (contractions) automatically.</p> <p>Children can occasionally use higher level vocabulary.</p> <p>Children can use commas for lists.</p> <p>Children can use conjunctions in their writing.</p> <p>Children can use time conjunctions and adverbs to start sentences.</p> <p>Children can chronologically order sentences.</p> <p>Children are starting to use noun phrases to add description to their writing.</p>	<p><i>Blandford town, museum and church visit (Great Fire of Blandford)</i></p> <p><i>Blandford Camp centre walk.</i></p> <p><i>Portland Bill lighthouse (Lighthouse Keepers Lunch story)</i></p> <p><i>Texts:</i> <i>Katie Morag stories</i> <i>Lighthouse Keeper stories</i> <i>The Gun Powder Plot - BBC teach videos.</i> <i>Don't Spill the Milk</i> <i>Traditional Tales</i> <i>Old Bear Stories</i> <i>What Ever Next</i> <i>Neil Armstrong</i> <i>Christopher Columbus</i> <i>The Little Polar Bear</i> <i>Jim and the Beanstalk</i> <i>Crazy Charlie</i> <i>Funny Bones</i> <i>The Tiny Seed</i> <i>Billy's Sunflower</i> <i>Vlad and the Great Fire of London</i></p>		<p>Children can write in other areas of the curriculum.</p> <p>Children are confident learners.</p> <p>Children are excited to write outside of school.</p> <p>Children will be beginning to write at length on a more regular basis.</p>

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LKS2 Writing Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children can talk about their ideas and plan their writing.</p> <p>Children enjoy writing and sharing their imagination.</p> <p>Children know that writing is for anyone and sometimes write for pleasure.</p> <p>Can listen to their peers and adults.</p> <p>Children are continuing to develop their understanding of Standard English.</p>	<p>Children enjoy opportunities to write at length.</p> <p>Children are supportive of each other's ideas and opinions.</p> <p>Children are happy to read their own writing out loud.</p>	<p>Children can use all of the year 3 and 4 statutory spellings in their own writing.</p> <p>Children can write both nonfiction and fiction pieces.</p> <p>Children can think about how their writing sounds and is received.</p> <p>Children can edit their own writing.</p> <p>Children can plan their writing.</p> <p>Children can use prefixes and suffixes in their writing.</p> <p>Children can present their ideas verbally and are beginning to back up their arguments.</p> <p>Children can clearly and legibly write.</p>	<p>Children can use full stops, capital letters and apostrophes (for possession and contractions) automatically.</p> <p>Children can use some high level vocabulary for impact.</p> <p>Children can use commas after fronted adverbials and for lists.</p> <p>Children can use a variety of conjunctions.</p> <p>Children can use some different openers (ISPACE).</p> <p>Children can order their writing for purpose and use paragraphs effectively.</p> <p>Children are starting to use figurative language to improve the description in their fiction work.</p>	<p><i>Book Week.</i></p> <p><i>Big Write</i></p>	<p>Lexi Core 5</p> <p>Spelling Frame</p> <p>SPaG Gold</p> <p>Oxford Dictionary App</p>	<p>Children continue to enjoy English throughout their education.</p> <p>Children write for pleasure.</p> <p>Children are excited about their writing experience</p>

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UKS2 Writing Core Skills

Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children are excited to share their choices of language.</p> <p>Children can vocalise their ideas and collaboratively plan their writing.</p> <p>Children enjoy writing and sharing their imagination, opinions and knowledge through the written word.</p> <p>Children know that writing is for anyone and choose to write for pleasure.</p> <p>Can listen to their peers and adults and respond appropriately.</p> <p>Children can speak audibly and fluently with an increasing command of Standard English.</p>	<p>Children enjoy opportunities to write at length.</p> <p>Children are supportive of each other's ideas and opinions.</p> <p>Children can clearly explain their ideas and opinions.</p> <p>Children are happy to read their own writing out loud.</p>	<p>Children can use all of the year 5 and 6 statutory spellings in their own writing.</p> <p>Children can write a variety of non-fiction and fiction pieces.</p> <p>Children can choose an audience and think about the style of their writing to suit their audience.</p> <p>Children can edit and improve their own writing.</p> <p>Children can effectively plan their writing.</p> <p>Children can use a range of prefixes and suffixes in their writing.</p> <p>Children can present their ideas and construct their arguments concisely for debates.</p> <p>Children can clearly, legibly and fluently write.</p>	<p>Children can use full stops, capital letters and apostrophes (for possession and contractions) automatically.</p> <p>Children can use a variety of high level vocabulary for impact.</p> <p>Children can use commas to separate clauses and for lists.</p> <p>Children can use semicolons and colons in their writing.</p> <p>Children can use a variety of more advanced conjunctions.</p> <p>Children can use a variety of openers (ISPACE).</p> <p>Children can lengthen and shorten their sentences at will.</p> <p>Children can order their writing for purpose and use paragraphs effectively.</p> <p>I can use figurative language to improve the description in my fiction work.</p>	<p><i>Book Week.</i> <i>Parliament Week</i> <i>Big Writes</i></p> <p><i>Books:</i> <i>Wonder</i> <i>The Children of the Benin Kingdom</i> <i>Holes</i></p>	<p>Read Theory Lexi Core 5 Spelling Frame SPaG Gold Oxford Dictionary App</p>	<p>Children continue to enjoy English throughout their education.</p> <p>Children write for pleasure.</p> <p>Children pursue careers involving the English language.</p>

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