English Scope and Sequence – Writing Foundation to Year 6

	Language						Literature		Literacy				
	Text Structure and Organisation		Expressing and Developing Ideas				Creating Literature		Text in context	Creating Texts			
	Text Cohesion	Punctuation	Sentences and clause level grammar	Word level grammar	Vocabulary	Spelling	Creating Literacy Texts	Experimentation and adaption	Texts and the contexts in which they are used	Creating Texts	Editing	Handwriting	Using software
F	Understand that some language in written texts is unlike everyday spoken language	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, & that capital letters & full stops signal the beginning & end of sentences				Know that spoken sounds & words can be written down using letters of the alphabet & how to write some high-frequency sight words & known words. Know how to use onset & rime to spell words	Retell familiar literary texts through performance, use of illustrations and images			Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Produce some lower case and upper case letters using learned letter formations	Construct texts using software including word processing programs
1	Understand patterns of repetition and contrast in simple texts	Recognise that different types of punctuation, including full stops, question marks & exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands				Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication			Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Write using unjoined lower case and upper case letters	Construct texts that incorporate supporting images using software including word processing programs
2	Understand how texts are made cohesive through resources, eg word associations, synonyms, & antonyms	Recognise that capital letters signal proper nouns & commas are used to separate items in lists				Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words	Create events and characters using different media that develop key events and characters from literary texts			Create short imaginative, informative & persuasive texts using growing knowledge of text structures & language features for familiar & some less familiar audiences, selecting print & multimodal elements appropriate to the audience & purpose	Reread and edit text for spelling, sentence-boundary punctuation and text structure	Write legibly and with growing fluency using unjoined upper case and lower case letters	Construct texts featuring print, visual and audio elements using software, including word processing programs
3	Understand that paragraphs are a key organisational feature of written texts	Know that word contractions are a feature of informal language & that apostrophes of contraction are used to signal missing letters	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	Understand that verbs represent different processes (doing, thinking, saying, and relating) & that these processes are anchored in time through tense		Understand how to use sound–letter relationships & knowledge of spelling rules, compound words, prefixes, suffixes, morphemes & less common letter combinations, eg 'tion'	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle	Create texts that adapt language features and patterns encountered in literary texts, eg characterisation, rhyme, rhythm, mood, music, sound effects and dialogue		Plan, draft & publish imaginative, informative & persuasive texts demonstrating increasing control over text structures & language features & selecting print, & multimodal elements appropriate to the audience & purpose	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Write using joined letters that are clearly formed and consistent in size	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements
4	Understand how texts are made cohesive through the use of linking devices including pronoun reference & text connectives	Recognise how quotation marks are used in texts to signal dialogue, titles & reported speech	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases /phrases & verb groups/phrases & prepositional phrases		Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, & letter combinations including double letters. Recognise homophones & know how to use context to identify correct spelling	Create literary texts that explore students' own experiences and imagining	Create literary texts by developing storylines, characters and settings		Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements
5	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand how the grammatical category of possessives is signalled through apostrophes & how to use apostrophes with common & proper nouns	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts		Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	Create literary texts that experiment with structures, ideas and stylistic features of selected authors		Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Reread and edit student's own and others' work using agreed criteria for text structures and language features	Develop a handwriting style that is becoming legible, fluent and automatic	Use a range of software including word processing programs with fluency to construct, edit & publish written text, & select, edit & place visual, print and audio elements
6	Understand that cohesive links can be made in texts by omitting or replacing words	Understand the uses of commas to separate clauses	Investigate how complex sentences can be used in a variety of ways to elaborate, extend or explain ideas	Understand how ideas can be expanded & sharpened through careful choice of verbs, elaborated tenses & a range of adverb groups/phrases	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	Understand how to use banks of known words, word origins, base words, suffixes & prefixes, morphemes, spelling patterns & generalisations to learn & spell new words, eg technical words & words adopted from other languages	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Reread and edit students' own and others' work using agreed criteria and explaining editing choices	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	Use a range of software, including word processing programs, learning new functions as required to create texts