



English and Communication at Newfield

Skills Framework - Writing

The English Curriculum has four strands in line with the National Curriculum's programmes of study

Reading– word reading (including phonics)

Objectives come from Twinkl phonics

Reading– comprehension

Writing– transcription (mark making, handwriting and spelling)

Writing– composition (structure, purpose, vocabulary, grammar and punctuation)

In writing we also cover

Fine motor development and pencil control

Band A- pathfinders

Bridging between engagement model and pre key-stage standards- following on from Routes for Learning
Working within phonics level 1

Shows an understanding that their actions causes a specific effect- toy play, computer, switch skills.

To make incidental marks

To begin to make marks in sensory materials with some support e.g. paint

To begin to make marks in sensory materials with some support e.g. tray of sand

To begin to make marks in sensory materials with some support e.g. shaving foam

To begin to join in large gross motor movements e.g. moving forwards and backwards in a line

Engages in the sensory experience of mark making

Pupils will start to understand contextual clues – within social routines, transition times, using objects and props

Watches an adult write with fleeting attention

With fleeting attention, begins to attend as an adult writes, and then reads this writing back

To begin to grasp a mark making implement with support

Band B

Working within phonics level 1

To begin to make intentional marks

To make intentional marks for 5 seconds

To make large scale marks on different surfaces e.g. pavement outside, card, computer whiteboard

To make small scale marks on different surfaces e.g. card, mini whiteboard, paper

To collage within the lines with support

To make marks over their name using sensory materials e.g. shaving foam on top of laminated name card

Watches an adult write

To begin to attend as an adult writes and then reads this writing back

To grasp a mark making implement using a palmer/ fistled grip

To begin to join in fine motor activities with support e.g. dough disco

To attempt a simple threading activity with support

To begin to join in gross motor activities which practice moving in a straight line e.g. squiggle whilst you wiggle

Band C

Working within phonics level 1

To make marks whilst holding a paintbrush

To make marks whilst holding a felt tip pen/ whiteboard pen

To make marks with pencil/ pencil crayon

To make marks on paper

To make intentional marks for 10 seconds

To make intentional marks for longer periods of time

To attempt to colour within the lines

To begin to overwrite/ trace straight lines using sensory materials- horizontal, vertical, diagonal

To overwrite/ trace straight lines when making marks- horizontal, vertical, diagonal

To begin to overwrite/ trace own name using sensory materials

To use photographs to label their own work

To begin to dictate a word to describe a picture e.g. using symbols

To begin sit properly at the table to write

To complete a threading activity

To join in fine motor activities such as dough disco

To begin to join in gross motor activities which practice circular movements e.g. squiggle whilst you wiggle

Band D

Working within phonics level 1

To use more than one mark-making implement on one piece of work e.g. pencil and felt tip

To colour within the lines

To change colours when colouring a picture

To begin writing on the left when tracing their own name

To begin to use 'writing' in play e.g. to write a list in a role play shop

Copy straight lines- horizontal, vertical, diagonal

To begin to overwrite/ trace circular marks using sensory materials- horizontal, vertical, diagonal

To overwrite/ trace circular marks when making marks-horizontal, vertical, diagonal

To attempt to overwrite/ trace own name- any formation

To input letters into a computer with support

To attempt to copy over adult writing of own words- single, large words

To begin to join in with shared writing by marking marks e.g. to label a picture together

To use colourful semantics symbols to communicate 'what' on paper

To hold a writing implement using a digital pronate grasp

To sit properly at the table to write with support

To join in fine and gross motor activities e.g. squiggle whilst you wiggle

Band E

Working within phonics level 2

To orally segment Level 2 step 1 GPCs

s a t p

To orally segment Level 2 step 1- 2 GPCs

s a t p i n m d

To know the difference between writing and pictures

To begin to draw pictures of things of personal interest, making marks to represent words, dictating or using access switch.

Form some commonly used letters correctly (with the correct formation)- 5 letters

Copy circular marks

To overwrite/ trace shapes

To overwrite/ trace short words

To overwrite/ trace own name

To input own name into a computer with support

To join the dots to draw a simple shape e.g. square, triange

To hold a writing implement using a pincer grip

To complete fine motor tasks- using pegs and pegboards

Experiment in role-play situations e.g. writing letters, lists, labels, captions

With help, sequence three pictures to show understanding about the order of events in a story

To use colourful semantics symbols to communicate 'who' on paper

To use colourful semantics symbols to communicate 'doing' on paper

Use symbols to label own work.

To overwrite/ trace large, single letters next to a picture e.g. to label work

To make a simple pictorial representation of what they have seen

Band F

Working within phonics level 2

To orally segment Level 2 step 1- 3 GPCs

s a t p i n m d g o c k

To segment for spelling Level 2 step 1- 3 GPCs

s a t p i n m d g o c k

To draw pictures of things of personal interest, making marks to represent words, dictating or using access switch.

Independently start on the left side and move to the right when writing

Form some commonly used letters correctly (with the correct formation)- 10 letters

Attempt to write own name from memory and usually get at least the first letter correct

To input short, familiar words into a computer, working from a model

Experiment in role-play situations e.g. writing stories, instructions, captions.

Combine colourful semantics who + doing when composing text for example, 'man running'

Combine colourful semantics colour + what when composing text for example, 'black car'

To overwrite/ trace large, short words next to a picture e.g. to label work

To draw or paint a picture to illustrate an event

To complete fine motor tasks- tweezers

To sit properly at the table to write

Band G

Working within phonics level 2

To segment for spelling Level 2 step 1-4 GPCs

s a t p i n m d g o c k c k e u r

To write captions containing 'the' and 'and'

To segment for spelling Level 2 step 1-5 GPCs

s a t p i n m d g o c k c k e u r
h b f l

Write graphemes in response to hearing the phoneme- 15 letters

Write strings of letters, letter like shapes or symbols

To overwrite first name from memory and attempt their second name

To hold a writing implement using a tripod grip

To use scissors with support to position paper

Begin to draft writing work with support, showing an ability to think ahead and plan

To practice writing for different purposes

Complete sentences with gaps left by an adult during shared writing sessions using chosen communication method

Order words from left to right

Begin to leave spaces between scribble or letter strings so that there is some structure to the writing

Dictate an idea to an adult, for example, 'She is happy'

Produce a few letters including those from own name as a caption under a picture, with support

Creates work that contains pictures and text

Band H

Working within phonics level 2

To segment for spelling Level 2 step 1-5 GPCs

s a t p i n m d g o c k c k e u r
h b f l ff ll ss 's' saying z

Write graphemes in response to hearing the phoneme- 20 letters

Ask how to write a word

Experiment with writing more frequently, choosing to use pens and pencils in different situations

To input numbers to 5 into a computer

To write first and second names from memory

To complete a range of fine motor activities independently

To use scissors independently and with control

Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'

Indicate the purpose of own writing, for example, 'A postcard for mum'.

Dictate more than one idea to an adult, for example, 'She is scared. She might run away

Dictate a short sentence that makes sense

Produce a few letters including those from own name as a caption under a picture

Scribble from left to right with some recognisable letters or letter like shapes

Sometimes leave spaces between strings of letters, letter like shapes or scribble

Band I

Working within phonics level 3

To segment for spelling Level 3 step 1-6 GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x

To segment for spelling Level 3 step 1-7 GPCs

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x y z z z q u c h

To spell tricky words 'the' and 'to'

To practice writing captions with known graphemes

s a t p i n m d g o c k c k e u r
h b f f l l s s j v w x y z z z q u c h

To practice writing captions with known tricky words 'the' and 'to'

Forms 25 graphemes correctly

Copy write patterns, for example, vvvvvvvvvv, mmmmmmmmm.

Understand how letters are used to spell simple words and begin to write them down

Match short words

To input numbers to 9 on a computer

Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.

Write own name in a variety of settings, for example, end of a letter, identification of own work, on a certificate.

Write lists of words beginning with the same letter

Select a word from a choice of two during a shared writing session.

With help, select the correct preposition from a choice of two, for example, 'Is the dragon in the cave? Or under the cave?'

Occasionally use full stops, though not usually in the correct places

To practice writing for different purposes, with support

Band J

Working within phonics level 3

To segment for spelling Level 3 GPCs

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng

To practise writing captions and sentences with known graphemes

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng

To segment for spelling level 3 GPCs

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng ai ee
igh oa

To spell trick words 'no' and 'go'

To write captions and sentences with known graphemes

All level 2 + j v w x y z zz qu ch
sh th (unvoiced) th (voiced) ng ai ee
igh oa

Forms 30 graphemes correctly

Ask how to write a word.

Attempt to copy write below an adult's writing.

Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming

Dictate a phrase or sentence for an adult to scribe.

To begin to use symbols to record events and express ideas

Combine who+ doing+ what to write a sentence that makes sense e.g. 'the man is drinking juice'

Write simple well-known words in response to own drawings, to describe pictures, for example, face, hat house, car, tree.

Write words in correct sequence to communicate meaning e.g. using a colourful semantics writing frame

Attempt to write a caption for a picture, e.g. leaflet, newspaper and magazine photographs, advertisements

Sometimes write capital letters after a full stop.

Attempt to 'write' a story on the computer.

Contribute ideas in a shared writing session in response to questions such as, 'What happened next?' 'What shall we write now?'

Occasionally use commas, though not usually in the correct places

Band K

Working within phonics level 3

To segment for spelling known GPCs, including new GPCs

oo (short) oo (long) ar or

To write captions and sentences known GPCs, including new GPCs

oo (short) oo (long) ar or

To segment for spelling known GPCs, including new GPCs

ur ow oi ear

To practise spelling two syllable words e.g. laptop

To write captions and sentences known GPCs, including new GPCs

ur ow oi ear

To write captions and sentences known GPCs, including new GPCs

air ure er

Understand that letters must be formed correctly and attempts to begin letters in the correct place

Forms 40 graphemes correctly

With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.

Leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters.

Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).

Use symbols confidently to record events and express ideas

Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.

Dictate a sentence for an adult to scribe pausing at the end of sentences or where punctuation may be added within sentences

Occasionally use question marks though not usually in the correct places

Occasionally use exclamation marks though not usually in the correct places

Use symbols confidently to record events and express ideas as well as to communicate needs and desires

Band L

Working within phonics level 4

To spell CVCC words

To spell tricky words 'he', 'she', 'me', 'we', and 'be'

To write sentences containing CVCC words

To spell CCVC words

To spell tricky words 'was' and 'you'

To write sentences containing CCVC words

To spell words containing adjacent consonants including CVCC, CCVC, and CCVCC words

To spell tricky words 'they', 'are', and 'all'

To write sentences containing words with adjacent consonants including CVCC, CCVC, and CCVCC words

To form capital letters correctly- up to 10 letters

To form digits 0-9 consistently and correctly

To begin to re-read their work to check it makes sense

To discuss what they have written with the teacher

To use 'and' to join words together

To know that words combine to make sentences

To know the difference between letters/ words/ numbers

To use a capital letter for the days of the week

To use a capital letter for the personal pronoun 'I'

To read their writing aloud with support
*as appropriate

To separate words with spaces

Band M

Working within phonics level 4

To spell polysyllabic words including adjacent consonants

To spell tricky words 'my' and 'here'

To write sentences containing polysyllabic words including adjacent consonants

To spell words including three-letter adjacent consonants CCCVC, CCCVCC, CVCCC, CCVCCC

To spell polysyllabic words containing three-letter adjacent consonants

To write sentences with three letter adjacent consonants, CCCVC, CCCVCC, CVCCC, CCVCCC, and polysyllabic words containing three letter adjacent consonants

To form capital letters correctly- up to 18 letters

To form lower-case letters of the correct size relative to one another

To write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters

To use spacing between words that reflects the size of the letters

To re-read their work to check it makes sense

To discuss what they have written with other pupils

To use 'and' to join clauses together

To consider what they are going to write by writing down ideas and/ or key words, including new vocabulary

To make simple additions, revisions and corrections to their own writing by evaluating their work with a teacher or peer

To re-read their work to check that verbs that indicate time are used correctly and consistently

To proof-read to check for errors in spelling, grammar and punctuation

Band N

Working within phonics level 5

To spell words with alternative graphemes: 'ay' saying /ai/, 'oy' saying /oi/, 'ie' saying /igh/, 'ea' saying /ee/

To spell common exception words 'said', 'so', 'have', 'like', 'some', 'come', 'were', 'there'

To spell words with alternative graphemes: 'a_e' saying /ai/, 'i_e' saying /igh/, 'o_e' saying /oa/, 'u_e' saying (y) /oo/ and /oo/, 'e_e' saying /ee/, 'ou' saying /ow/

To spell common exception words 'little', 'one', 'do', 'when', 'what', 'could', 'should', 'would', 'want', 'their'

To spell words with alternative graphemes: 'ch' saying /c/, 'ch' saying /sh/, 'ir' saying /ur/, 'ue' saying (y) /oo/ and /oo/, 'ew' saying (y) /oo/ and /oo/, 'y' saying /ee/, 'aw'/'au' saying /or/

To spell common exception words 'Mr', 'Mrs', 'love', 'your', 'people', 'looked', 'asked', 'called', 'water', 'where', 'who', 'why'

To form capital letters correctly- up to 20 letters

To consider what they are going to write by planning or saying (using their chosen communication method) what they are going to write about

To use the present and past tense correctly and consistently

To form nouns by compounding e.g. whiteboard, superman

To use progressive verbs in the past and present tenses e.g. he is drumming, she was shouting

To form compound sentences e.g. I like cheese and Emma likes chocolate

Band O

Working within phonics level 5

To spell words with alternative graphemes: 'ow'/'oe' saying /oa/, 'wh' saying /w/, 'c' saying /s/, 'g' saying /j/, 'ph' saying /f/, 'ea' saying /e/, 'ie' saying /ee/

To spell common exception words 'thought', 'through', 'work', 'house', 'many', 'laughed', 'because', 'different', 'any', 'eye', 'friend', 'also'

To spell words with **-ed** suffix (root word unchanged)

To spell words with **-s**, **-es** suffix

To spell words with **-er** and **-est** (adjectives)

To spell words containing 'tch' saying /ch/

To spell words with **-ing** and **-er** (verbs)

To spell words containing 'are'/'ear' saying /air/, 've' saying /v/, 'ore' saying /or/

To spell words with **un-** prefix

To spell common exception words 'once', 'please', 'live', 'coming', 'Monday', 'Tuesday', 'Wednesday', 'brother', 'more', 'before' 'January', 'February', 'April', 'July', 'scissors', 'castle', 'beautiful', 'treasure'

To know how the prefix **-un** changes the meaning of verbs and adjectives

To read their writing aloud
*as appropriate

To sequence sentences to form short narratives

To identify and know the term 'singular' e.g. the cat, dog, mouse

To identify and know the term 'plural' e.g. the cats, dogs, mice

To consider what they are going to write by encapsulating what they want to say, sentence by sentence

Checks their writing has a beginning, middle and end

Band P

Working within phonics level 6

To spell common exception words
'door', 'floor', 'bought', 'favourite',
'autumn', 'gone', 'know', 'colour'

To spell words containing 'y' saying
/igh/, 'dge'/'ge' saying /j/, 'gn' saying
/n/

To spell words by adding the suffix **-es**
to words ending in 'y'

To spell common exception words
'other', 'does', 'talk', 'two', 'four', 'eight',
words 'world', 'work'

To spell words containing 'kn' saying
/n/, 'wr' saying /r/, 'le' saying /l/

To spell words by adding the suffix **-ing**
or **-ed** to words ending in y

To spell common exception 'poor',
'great', 'break', 'steak', 'busy', 'clothes',
'whole', 'listen'

To spell words by adding **-er** and **-est**
to words ending in 'y'

To spell words containing 'el' saying /l/,
'al'/'il' saying /l/

To spell words with **-ed** and **-er**
suffixes

To spell common exception words
'build', 'earth', 'delicious', 'fruit', 'learn',
'search'

To write words containing 'eer' saying
/ear/,

To spell words with different spellings of
/cher/ including 'ture'

To spell words with suffixes **-est** and **-y**
added to words ending in 'e'

To correctly add capital letters to the
start of sentences

To correctly use full stops at the end of
a sentence

To use capital letters for names (proper
nouns)

To practise grammar rule for plural
nouns ending in 'y' e.g. Harry becomes
'Harry's'

To put words into alphabetical order
using first and second letter

To put words into alphabetical order
when the first or second letters are the
same

To recognise and use verbs

To recognise and use adverbs

To recognise and use common nouns

To write sentences using adjectives and
expanded noun phrases e.g. the **young**
girl ate lunch

To use commas in a list

To use capital letters for place names

To write sentences in the regular past
tense

To identify and write commands and
questions

To identify and write statement and
exclamation sentences

To write narratives about personal
experiences

To write about real events

To write for different purposes- lists,
instructions, posters, poems

Band Q

Working within phonics level 6

To spell common exception words 'famous', 'shoe', 'pretty', 'neighbour', 'England', 'tongue', 'group', 'country', 'heart', 'dangerous'

To spell words containing 'mb' saying /m/, 'al' saying /or/, 'o' saying /u/, 'ey' saying /ee/

To spell words with the **-ing** and **-ed** suffixes

To spell common exception words 'special', 'enough', 'aunt', 'father', 'prove', 'improve', 'hour', 'move', 'sure' and 'sugar'

To write CVCC words with suffixes **-er**, **-est**, and **-y**

To write words and with contractions e.g. can't, I've, 'didn't

To spell words with 'war' saying /wor/, 'wor' saying /wur/,

To spell words with suffixes **-ment** and **-ness** added

To spell words containing 's' saying /zh/

To spell common exception words 'half', 'quarter', 'touch', 'straight', 'caught', 'daughter', 'journey', 'area', 'heard', 'early'

To spell words containing 'wa' saying /wo/, 'qua' saying /quo/, 'tion' saying /shun/

To write dictated sentences that include words containing 'tion'

To spell words with the suffixes **-ful**, **-less**, and **-ly**

To spell homophones and near homophones

To spell words containing the prefix **dis-**

To identify and use co-ordinating conjunctions e.g. or, and, but

To use the irregular past tense

To use alternative words to 'said' in their writing

To use exclamation marks to show emotion in their writing

To improve their sentences using adjectives and nouns

To write sentences with contractions

To identify and use subordinating conjunctions to make their writing more interesting e.g. when, if, that, because

To use descriptive verbs and adverbs to improve sentences

To use a thesaurus to find exciting words

To use exciting words in a sentence

To use possessive apostrophes in shared writing e.g. Mike's bag

To use speech marks

To write sentences containing homophones

To add commas in speech

To write dictated sentences that include homophones and commas in speech

To understand how the prefix changes the meaning of a word

To use a dictionary to check the spelling of words

To write narratives about the experiences of others (read and fictional)

To write for different purposes- reports, recounts, explanations, persuasive texts, discussions