

The Newlands Federation Sticky Knowledge – Writing

By the end of Reception, I can say and write simple sentences that make sense and can be read by others. I will have listened to, shared and explored familiar stories, rhymes and songs, as well as labels, simple non-fiction texts and recounts. My teachers will use high-quality interactions to extend my vocabulary and develop my spoken language. They will support oral rehearsal and use dictation so that I can practise applying the phonemes and graphemes I am learning when writing.

Early Years		Autumn Term	Spring Term	Summer Term
Narrative Sentence Starters Oral sequencing Simple sentences		First Next Last		
Non-Fiction Sentence Starters Naming and describing		This is a	This is a Here is a It can It is	This is a Here is a It can It is
Composition	Plan and Explore Three-part story	I talk about familiar stories and say what happened first, next and last. I name the characters and the setting (who is in this story, where does this story take place).	I re-tell familiar stories and say what happened first, next and last.	I plan a simple story with a beginning, middle and end (first, next, last). I talk about my ideas before I write or mark-make.
	Write and Organise	I write cvc words (names, labels) I write or mark make from left to right and top to bottom. I use a combination of letters, shapes or symbols to represent words and ideas.	I write captions, messages and short sentences (pots and pans, a cat in a hat, the dog is big).	I write simple sentences with spaces in between words which can be read by myself and others.
	For example,	Pen Bag Mat Cup	Red pen Toy box In the bin Big dog	I can sit on the mat I went to the park I can see the dog I went to school with mum.
	Review and Edit			I read my sentence back to check it makes sense. I check that my story makes sense when I tell it aloud.
Punctuation			I use finger spaces.	

<p>Grammar</p>	<p>I speak in clear sentences. I use past and present tense mostly correctly when speaking. I use joining words orally (and, so, because) I begin to use a greater range of descriptive words to add detail.</p>		
<p>Handwriting Pre-cursive patterns Cursive lower-case letters Letterjoin Air – no lead</p>	<p>I form the graphemes s a t l p n m d g and o correctly. I form the graphemes c, k, e, u, r, h, b, f, l and s correctly.</p>	<p>I form the graphemes j, v, w, x, y, and z correctly.</p>	<p>I form all lower-case letters correctly. I write tricky words correctly.</p>
<p>Spelling Phonics Scheme</p>	<p>I spell the words the, l, to and no correctly. I spell the words go, no, into, she, her, he, she, her, of, we, me and be correctly.</p>	<p>I spell the words was, you, they, my, by, all, sure, pure, said, when, do, so correctly. I spell the words have, like, some, come, love, one, were, here, little, says, there, out, what correctly. I spell words with s added at the end correctly.</p>	<p>I spell the words there, out, today, children, know, off, it's, have, once correctly. I spell words with two or more digraphs correctly. I spell words with ing endings correctly. I spell compound words correctly. I spell words with es at the end correctly.</p>

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 1, I can write clear, simple sentences that make sense, join ideas using *and* and *because*, and begin to organise my writing into short sequences. I will have explored and written stories, information texts, instructions and recounts. My teachers continue to prioritise oral rehearsal and shared retelling so that I can rehearse sentences before writing. In my classroom, dictation is used to help me practise applying the phonemes and graphemes I know, and my teachers model writing and talk aloud about the choices writers make.

Year One		Autumn Term	Spring Term	Summer Term
Narrative Sentence Starters		First, One day. Next Finally	First, One day Next, then, after that, Finally	
Non-Fiction Sentence Starters		Here is a This is a It can It has	Here is a This is a It can It has It is used for	Here is a This is a It can It has It is used for
Composition	Plan and Explore Three-part story Story Map	<p>I retell familiar stories, sharing what came first, next and last.</p> <p>I plan a simple story with a beginning, middle and end using a story map. (first, next, last).</p> <p>I retell my story orally using my story map before writing.</p> <p>I plan an opening that introduces characters and setting.</p> <p>I plan events in order, for the middle of my story.</p> <p>I plan a simple problem or challenge for my character.</p> <p>I plan a simple ending for my story.</p> <p>I check that my story has a beginning, middle, and end.</p>		
	Write and Organise	<p>I write simple sentences which can be read by myself and others.</p> <p>I use my ideas from planning and talking to organise my sentences in order.</p>		<p>I sequence sentences to form a short story or information text.</p>
	For Example	<p><i>First, I went to the park</i> <i>Then I saw a dog</i> <i>Finally, I ran home.</i></p>	<p><i>One day there was a girl. She went to the woods.</i> <i>Then she met a wolf.</i> <i>She felt scared.</i> <i>Finally, a man came to help.</i></p>	<p><i>Once there were three bears.</i> <i>One day they went for a walk.</i> <i>Then a girl came to their house. She ate the porridge.</i> <i>After that the bears came home.</i> <i>Finally, she woke up and ran away.</i></p>

	Review and Edit	<p>I read my writing to make sure it makes sense.</p> <p>I check I have formed my graphemes correctly.</p>	<p>I read my writing to make sure it makes sense.</p> <p>I check I have formed my graphemes correctly.</p> <p>I can check my capital letters and full stops.</p>
Punctuation	<p>I use capital letters.</p> <p>I use full stops.</p>	<p>I use capital letters and full stops.</p> <p>I use capital letters for the personal pronoun I.</p>	
Grammar	I plan, say and write simple sentences that make sense.		
Handwriting Letter families Capital letters Numbers Symbols Letterjoin Air – no lead	<p>I form all lower-case letters correctly.</p> <p>I form all capital letters correctly.</p> <p>I use finger spaces between words consistently.</p>	<p>I form letters of a consistent size and orientation.</p> <p>I form all numbers and symbols correctly.</p>	
Spelling	<p>I can spell all the Year R tricky words correctly.</p> <p>I can spell the words their, people, oh, your, Mr, Mrs, could, would, should, our, house, mouse, water, went correctly.</p>	<p>I can spell the words any, many, who, whole, where, two, school, call, different, thought, though, friend, work correctly.</p> <p>I can spell the words once, laugh, because, eye, looked, called, asked, (All days of the week), half, father, water, learn, school, chef, freeze correctly.</p>	<p>I can spell the months of the year.</p> <p>I can spell the words busy, beautiful, pretty, hour, move, improve, parents, shoe correctly.</p>

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 2, I write short texts made up of simple and compound sentences, using statements, questions and exclamations, as well as adjectives and adverbs to add detail. I will have explored, read and written stories, recounts, information reports and instructions. I use my phonic knowledge confidently to write dictated sentences and am increasingly able to write independently as the author of my own work. Oral rehearsal remains an important part of my learning and supports me to use a wider and more interesting vocabulary in my writing. My teachers model the writing process and talk about the choices writers make.

Year Two		Autumn Term	Spring Term	Summer Term
Narrative Sentence Starters		First, One day Next, then, after that Last, finally	Suddenly Bravely Silently Angrily Carefully Quickly	In the end... Later that day... Meanwhile... Because of this... Eventually...
Non-Fiction Sentence Starters Non-chronological reports Facts about...		This is a Here is a It can It has It is used for...	This is a Here is a It can For example... It has It is used for...	This book is about... It is important because For example...
Composition	Plan and Explore Three-part story Story Map with annotations	I plan a simple three-part story using a story map. I plan an opening with a main character and a setting. I plan a problem or challenge for the characters. I plan an ending that resolves the problem.	I annotate my story map with vocabulary that I want to use to make my story interesting.	I plan cause-and-effect links between events. I check my story makes sense from start to finish
	Write and Organise Three-part story Three-part information text	I write simple sentences, questions and exclamations. I write a compound sentence with a connective (and, but, because). I write short stories and information texts.	I use adverbs (with -ly endings) to start sentences. I use simple adjectives to make my sentences more interesting.	I write three-part stories. I write three-part information texts.

	<p>For Example,</p>	<p>Why is it dark? Are we going outside? Who can I play with? Look out! Come back! Oh no! The bear went home and went to sleep.</p>	<p>Suddenly, the door opened and the teacher walked in. Slowly, the bear crept through the trees. Finally, they went home.</p>	
	<p>Review and Edit</p>	<p>I reread my writing to make sure it makes sense.</p> <p>I check my sentences are complete and make sense on their own.</p> <p>I check my punctuation.</p> <p>I check my spelling, especially tricky words and alternate sounds.</p>	<p>I reread my writing to make sure it makes sense.</p> <p>I check my sentences are complete and make sense on their own.</p> <p>I check my punctuation.</p> <p>I check my spelling, especially tricky words and alternate sounds.</p> <p>I add or change words to make my writing more effective.</p>	
<p>Punctuation</p>		<p>I use question marks.</p> <p>I use exclamation marks.</p>	<p>I use speech bubbles.</p> <p>I use a comma after an adverb.</p>	<p>I use question marks.</p> <p>I use exclamation marks.</p> <p>I use speech bubbles.</p> <p>I use a comma after an adverb.</p>
<p>Grammar</p>		<p>I use statements, questions and exclamations accurately.</p> <p>I use past and present tense consistently.</p> <p>I identify and use nouns and verbs in sentences.</p> <p>I use adjectives and adverbs to add detail.</p> <p>I write simple and compound sentences using coordinating conjunctions (and, but, so, or).</p>		
<p>Handwriting Letterjoin Plus no lead</p>		<p>I form all lowercase letters correctly and start them in the right place.</p> <p>I begin to join letters in words using Letterjoin joins.</p> <p>I join some letters correctly in my writing.</p>	<p>I keep most letters the same size and sitting on the line.</p> <p>I leave clear spaces between words.</p> <p>I join most letters correctly in my writing.</p> <p>I write neatly so my work can be read easily.</p>	

Spelling

I can spell all the Year R tricky words correctly.

I can spell the words **their, people, oh, your, Mr, Mrs, could, would, should, our, house, mouse, water, went** correctly.

I can spell the words **any, many, who, whole, where, two, school, call, different, thought, though, friend, work** correctly.

I can spell the words **once, laugh, because, eye, looked, called, asked, (All days of the week), half, father, water, learn, school, chef, freeze** correctly.

I can spell the months of the year.

I can spell the words **busy, beautiful, pretty, hour, move, improve, parents, shoe** correctly.

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 3, I write short texts made up of a range of simple, compound and some complex sentences. I use conjunctions, adverbs and prepositional phrases to add detail and help my ideas flow, and I organise my writing into paragraphs around a clear idea. I will have explored, read and written stories, information texts, recounts and explanations. Oral rehearsal continues to support my writing, but I am increasingly able to plan and compose sentences independently. My teachers model the writing process clearly and teach me how to edit and improve my work.

Year Three		Autumn Term	Spring Term	Summer Term
Composition	Plan and Explore Five Part Story – scaffolded Story Map – annotated	<p>I plan a five-part story using a story map, opening, build up, problem, resolution, ending (with prompts and models).</p> <p>I rehearse my story orally using my story map</p> <p>I plan a build-up and decide how I will add tension or excitement.</p> <p>I annotate my story map with descriptive words and phrases to create mood.</p> <p>I plan a separate resolution and an ending and consider cause and effect.</p> <p>I check my story flows and makes sense.</p>		
	Write and Organise	<p>I write simple, coherent narratives.</p> <p>I write about real events.</p> <p>I write compound sentences using connectives (and, but, so, because, when, if, while, as, although).</p> <p>I use adverbial phrases to add detail.</p> <p>I use -ing clauses as starters</p>	<p>I write compound sentences with a wide range of connectives.</p> <p>I write direct speech.</p> <p>I use expanded noun phrases for description and specification.</p> <p>I begin to group related sentences into simple paragraphs.</p> <p>I write one paragraph per idea.</p> <p>I use a sentence of three for description.</p> <p>I use similes.</p> <p>I use alliteration.</p>	
	For Example	<p><i>Plants need water and sunlight to grow.</i></p> <p><i>Penguins have wings but they cannot fly.</i></p> <p><i>Running quickly, the small dog dashed away, and the boy chased after it.</i></p> <p><i>Holding her breath the girl opened the door.</i></p>	<p><i>The tall tree with twisted branches swayed in the wind.</i></p> <p><i>The shiny silver sword lay on the ground, and the brave knight picked it up.</i></p>	<p><i>After a long walk, the hungry travellers stopped to rest.</i></p> <p><i>Inside the small cottage, the fire burned brightly.</i></p> <p><i>Without a sound, the fox crept closer and the birds flew away.</i></p>

	Review and Edit	<p>I understand that editing is part of the writing process.</p> <p>I check and improve my punctuation, including capital letters, full stops and question marks.</p> <p>I check my spelling using phonics, spelling rules and word banks.</p> <p>I check that my sentences are complete and make sense on their own.</p> <p>I can improve my writing by using better word choices (for example, stronger verbs or adjectives).</p> <p>I edit my work by adding, changing or removing words and phrases to improve meaning.</p>		
Punctuation	<p>I use commas to separate items in a list accurately.</p> <p>I use commas after a range of fronted adverbials.</p>	<p>I use inverted commas (speech marks) correctly around direct speech.</p> <p>I use apostrophes for contracted forms confidently.</p>	<p>I use apostrophes to mark singular possession, including names ending in 's'.</p>	
Grammar	<p>I write simple and compound sentences accurately.</p> <p>I begin to use subordinating conjunctions (because, when, if).</p> <p>I use adverbs and prepositional phrases to add detail (later that day, under the table).</p> <p>I use paragraphs to group related ideas.</p>			
Handwriting Letter Join Air Plus	<p>I join my letters correctly in most of my writing.</p> <p>I use the correct Letterjoin letter formation for all lowercase letters.</p> <p>I use diagonal and horizontal joins correctly.</p>	<p>I keep my writing the correct size and sitting on the line.</p> <p>I leave clear spaces between words.</p> <p>I understand which letters when adjacent to one another, are best left un-joined.</p>	<p>I write with increasing speed and fluency.</p> <p>I present my writing neatly and clearly.</p>	
Spelling	<p>I spell words with a range of prefixes (un, dis, mis, in, super, auto, anti).</p> <p>I spell the common year three spelling words.</p>			

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 4, I write coherent texts using a range of sentence structures and begin to vary sentence length for effect. I use simple, compound and complex sentences with increasing control and organise my writing into clear paragraphs across a short text. I will have explored, read and written stories, information texts, recounts and explanations. Oral rehearsal continues to support my writing, and my teachers model how to plan, draft and revise writing to improve clarity and cohesion.

Year Four		Autumn Term	Spring Term	Summer Term
Narrative Composition	Plan and Explore	<p>I plan a five-part story with limited prompts.</p> <p>I plan characters, settings, and a clear problem.</p> <p>I plan events in a logical order.</p> <p>I plan an opening and an ending that make sense to the reader.</p>		<p>I plan a five-part story with less scaffolding and increased independence, adapting the structure to suit my ideas.</p>
	Write and Organise	<p>I write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I use compound sentences with a wider range of connectives with competence and confidence</p> <p>I use expanded noun phrases.</p> <p>I use long sentences for description and information.</p> <p>I use short sentences for emphasis.</p> <p>I use paragraphs for a change in action setting and time in narrative writing.</p> <p>I use paragraphs to write a clear introduction followed by logical points drawing a defined conclusion in non-fiction writing.</p> <p>I use headings and subheadings to aid presentation.</p> <p>I develop characters, describing how they look, react, talk or behave.</p> <p>I describe settings in detail.</p> <p>I include features of plot in my stories.</p>		
	For Example,	<p><i>The old stone bridge looked unsafe, but the tired travellers crossed it anyway.</i></p> <p><i>The noisy crowd in the busy market grew louder as the guards hurried over. The enormous, shadowy forest with twisted, tangled roots stretched out in front of them, blocking the path and making the journey feel dangerous. The dark clouds above the quiet village rolled closer, covering the sky and blocking the light. Then came the rain.</i></p>		

	<p>Review and Edit</p>	<p>I reread my writing to make sure it makes sense.</p> <p>I check my punctuation.</p> <p>I check my spelling.</p> <p>I add or change words to make my writing more precise or interesting.</p>	<p>I reread and improve sentences for clarity, variety, and effect.</p> <p>I revise sentences to improve description, tension, or mood.</p> <p>I replace overused words with more precise or powerful vocabulary.</p>	<p>I check that dialogue is punctuated correctly if used.</p> <p>I review and improve sentence types and lengths for impact (short sentences for tension, long sentences for description).</p> <p>I revise and edit to improve grammar, spelling, and punctuation throughout.</p> <p>I read my work aloud to check rhythm, clarity, and effect</p> <p>I make final adjustments to ensure my writing is engaging, clear, and polished.</p>
<p>Punctuation</p>	<p>I use apostrophes for plural possession.</p> <p>I use inverted commas and other punctuation to demarcate direct speech.</p>			
<p>Grammar</p>	<p>I write sentences with different structures and openings.</p> <p>I use a wider range of conjunctions (although, while, since).</p> <p>I use fronted adverbials with commas.</p> <p>I use inverted commas and reporting clauses accurately.</p> <p>I use paragraphs consistently across a short text.</p>			
<p>Handwriting Letter Join Air Plus</p>	<p>I have increasingly legible, consistent and efficient handwriting.</p> <p>My work is neatly presented.</p>			
<p>Spelling</p>	<p>I spell many of the year three and four common exception words correctly.</p> <p>I spell words with a range of suffixes (ly, tion, sion, ssion, cian, ation, ous, ment).</p>			

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 5, I write effectively for a range of purposes and audiences, selecting vocabulary and sentence structures deliberately to engage the reader. I use a wider range of sentence types and lengths, including complex sentences, to develop ideas and create cohesion across my writing. I organise paragraphs logically and link ideas within and across paragraphs. I will have explored, read and written stories, information reports, explanations, persuasive texts, letters, articles and recounts.

Year Five		Autumn Term	Spring Term	Summer Term
Composition	Plan and Explore	<p>I create a detailed narrative plan using boxing up (with scaffolding and models) to organise my ideas before I write.</p> <p>I carefully plan the content of each paragraph.</p> <p>I plan using notes not full sentences.</p>	<p>I plan where to speed a story up or slow it down.</p> <p>I think about sentence variety when planning.</p> <p>I make notes about the vocabulary I want to use.</p>	<p>I choose how many boxes I need for my writing.</p> <p>I can explain why my plan is structured the way it is.</p>
	Write and Organise	<p>I know that a sentence can have more than one clause.</p> <p>I use complex sentences with a subordinating clause.</p> <p>I use a variety of sentences for effect (simple, compound and complex).</p> <p>I use devices to build cohesion within a paragraph.</p> <p>I write dialogue between characters.</p>		<p>I demonstrate and explain my understanding of audience.</p> <p>I explain the purpose of my writing and demonstrate this by selecting appropriate grammar and precise vocabulary to amuse, entertain, inform or create tension.</p>
	For Example,	<p><i>She stayed awake, while the others slept.</i></p> <p><i>The children ran inside because it started to rain.</i></p> <p><i>The match was cancelled, after the pitch flooded.</i></p>	<p><i>While the others slept, she stayed inside.</i></p> <p><i>Because it started to rain, the children ran inside.</i></p> <p><i>After the pitch flooded, the match was cancelled.</i></p>	<p><i>Although the sea looked calm, hidden currents tugged at the small boat and tested the sailor's courage.</i></p> <p><i>She clenched her fists and sat at the floor, refusing to meet his eyes.</i></p>

	Review and Edit	<p>I proofread for spelling and punctuation errors.</p> <p>I use a dictionary to check spelling and meaning of words.</p> <p>I use a thesaurus to improve my vocabulary choices.</p>
Punctuation	<p>I sustain basic punctuation precisely and accurately throughout a text.</p> <p>I use brackets, dashes or commas to indicate parenthesis</p> <p>I use inverted commas to indicate direct speech, using a new line for a new speaker.</p> <p>I use commas to clarify meaning or avoid ambiguity.</p> <p>I use commas to demarcate complex sentences.</p>	
Grammar	<p>I use relative clauses beginning with who, which, where, when, whose, that.</p> <p>I use modal verbs and adverbs to show possibility (might, should, possibly).</p> <p>I link ideas across sentences using cohesive devices (pronouns, adverbials).</p> <p>I control sentence length for effect.</p>	
Handwriting Letter Join Air Plus	<p>I write legibly, fluently and with increasing speed.</p> <p>My work is neat and well presented.</p>	
Spelling	<p>I spell many Year Five and Six words correctly.</p> <p>I use verb prefixes correctly (dis, de, mis, over, re).</p> <p>I spell some homophones and other frequently confused words correctly.</p>	

The Newlands Federation Sticky Knowledge – Writing

By the end of Year 6, I write confidently and fluently for a range of purposes and audiences, making deliberate choices about vocabulary, sentence structure and organisation to achieve an intended effect. I use a full range of sentence types and punctuation accurately and maintain cohesion across paragraphs and whole texts. I will have explored, read and written a wide range of narrative, non-fiction and persuasive texts, including stories, reports, explanations, arguments, letters and articles.

Year Six		Autumn Term	Spring Term	Summer Term
Composition	Plan and Explore	<p>I independently create a detailed narrative plan using boxing up to organise my ideas before I write.</p> <p>I adapt planning to suit narrative, non-fiction, persuasion and discussion.</p>	I use boxing up without a template.	<p>I decide if boxing up is helpful to the task.</p> <p>I know boxing up is a tool not a rule.</p>
	Write and Organise	<p>I write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader.</p> <p>I describe settings, characters and atmosphere.</p> <p>I integrate dialogue into narratives to convey character and advance the action.</p> <p>I use a range of devices to build cohesion (conjunctions, adverbials or time and place, pronouns, synonyms) within and across paragraphs.</p> <p>I select vocabulary and grammatical structures that reflect what the writing requires.</p> <p>I use metaphors purposefully to add meaning and impact to my writing.</p>		
	For Example,	<p>The crowd fell silent, but tension hummed beneath the surface as the doors slowly opened.</p> <p>Inside the vast, echoing hall, lit only by flickering torches and lined with crumbing stone walls, the lone figure waited, listening for the slightest sound.</p> <p>The village was completely silent: everyone had already fled.</p> <p>Rivers shape the land in several ways: they erode rock, transport sediment and deposit silt.</p>		

	Review and Edit	<p>I independently review and edit my writing to improve meaning, structure and impact.</p> <p>I edit my writing checking my grammar, punctuation and spelling.</p> <p>I select and explain changes that most improve clarity and effectiveness.</p>
Punctuation	<p>I sustain basic punctuation precisely and accurately throughout a text.</p> <p>Semi-colons Dashes Colons Hyphens</p>	
Grammar	<p>I use a full range of sentence structures confidently and accurately.</p> <p>I use passive voice to change emphasis where appropriate.</p> <p>I maintain cohesion across paragraphs using grammatical choices.</p> <p>I edit grammar and punctuation independently for clarity and impact.</p>	
Handwriting Letter Join Air Plus	<p>I maintain legible, joined handwriting when writing at speed.</p> <p>My work is neatly presented.</p>	
Spelling	<p>I spell most of the words from the Year Five and Six spelling list correctly.</p> <p>I use a dictionary to check the spelling of uncommon and more ambitious vocabulary.</p>	