



Roundhill Primary School: RPS Specialist Formal framework Writing

English Writing

Learning Profile B1

Spelling

- Make plausible phonetic attempts at spelling CVC words by segmenting and blending familiar phonemes
- Make phonetically plausible attempts at spelling CVCC, CCVC words and most high frequency words with growing accuracy
- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un–
- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9

Composition

- Pick from a selection of words to create a sentence (e.g. orally/using colourful semantics/other visual symbols or signs)
- Learn and retell a simple taught story in preparation for creating my own writing
- Adapt or tell a new version of a simple story, with support
- Write simple sentences dictated by my teacher
- Write sentences by saying out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what I have written with the teacher or other pupils
- Read aloud my writing clearly enough to be heard by their peers and the teacher



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Vocabulary, Grammar and Punctuation

- Leave spaces between words
- Join words and joining clauses using 'and'
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Learning Profile B2

Spelling

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learn to spell common exception words
- To spell more words with contracted forms
- Spell words with the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Write from memory simple sentences dictated by the teacher that include words appropriate to phonic knowledge, common exception words and punctuation taught so far

Handwriting

- Form lower-case letters of the correct size relative to one another
- Write 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

Composition

- Consider what I am going to write before beginning by planning or saying out loud what they are going to write about
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
- Consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write some poetry
- Write for different purposes



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- Consider what I am going to write before beginning by encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use sentences with different forms: statement, question, exclamation, command
- Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]
- Use the present and past tenses correctly and consistently including the progressive form
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- I am beginning to form adjectives using suffixes such as –ful, -less
- I am beginning to use the suffixes –er, -est in adjectives and the use of -ly to turn adjectives into adverbs

Learning Profile B3

Spelling

- Use further prefixes and suffixes and understand how to add them
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- Increase the legibility, consistency and quality of my handwriting

Composition

- Plan my writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar
- Draft and write by composing and rehearsing sentences orally (including dialogue)
- Progressively build a varied and rich vocabulary and an increasing range of sentence structures
- Draft and write narratives, creating settings, characters and plot
- Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Proof-read for spelling and punctuation errors
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



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Vocabulary, Grammar and Punctuation

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- I am beginning to use and punctuate direct speech

Learning profile B4

Spelling

- Spell further homophones
- Spell words that are often misspelt
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- Increase the legibility, consistency and quality of my handwriting

Composition

- Plan my writing by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar
- Progressively build a varied and rich vocabulary and an increasing range of sentence structures
- Organise paragraphs around a theme
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Vocabulary, Grammar and Punctuation

- Use fronted adverbials
- Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuate direct speech



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Learning profile B5

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary
- Begin to use a thesaurus

Handwriting

- Write legibly, fluently and with increasing speed

Composition

- Plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Begin to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation error

Vocabulary, Grammar and Punctuation

- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use a colon to introduce a list
- Punctuate bullet points consistently

Learning profile B6

Spelling

- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words



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- Use a thesaurus

Handwriting

- Write legibly, fluently and with increasing speed
- Choose the writing implement that is best suited for a task

Composition

- Plan my writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan my writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by précisising longer passages.
- Draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, Grammar and Punctuation

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs to affect the presentation of information in a sentence
- Use hyphens to avoid ambiguity
- Use brackets, dashes or commas to indicate parenthesis
- Use semi-colons, colons or dashes to mark boundaries between independent clauses