



Hall Green Primary School

Writing Terminology Dictionary: EYFS to Year 6

This is a cumulative staff glossary. The year group shown is where terminology should first be deliberately introduced or secured. Once introduced, it should continue to be used accurately in later year groups. The aim is for pupils to move from hearing the terminology, to understanding it, to using it to explain and control their own writing.

EYFS – Foundations

Terminology	What it means	Example
phoneme	The smallest unit of sound in a spoken word.	ship has three phonemes: /sh/ /i/ /p/.
grapheme	A letter or group of letters representing a phoneme.	sh represents /sh/ in ship.
letter	A written symbol from the alphabet.	c, a and t are letters.
word	A unit of language that carries meaning.	cat is a word.
sentence	A group of words communicating a complete idea.	The cat slept.
capital letter	A large letter used at the beginning of a sentence and for names.	Sam ran.
full stop	A punctuation mark showing the end of a statement.	The dog ran.
character	A person, animal or imagined being in a story.	The wolf is a character.
setting	Where and sometimes when a story takes place.	The story is set in a forest.
sequence	The order in which events or ideas happen.	First we mixed it. Next we baked it.
describe	To give information about what someone or something is like.	The huge green dragon.
oral rehearsal	Saying language aloud before writing to organise and improve it.	Say: The dragon flew over the castle.
reread	To read writing again to check it.	Does my sentence make sense?
improve	To make writing clearer, more accurate or more effective.	big → enormous

Year 1 – Building Sentences

Terminology	What it means	Example
singular	Referring to one person, place, animal, object or thing.	one dog
plural	Referring to more than one.	three dogs
punctuation	Marks used to organise written language	Full stops and question marks are

	and clarify meaning.	punctuation.
question mark	A mark used at the end of a direct question.	Where is the giant?
exclamation mark	A mark used with an exclamation or for strong emphasis.	What a huge giant he was!
noun	A word that names a person, place, animal, object or idea.	teacher, tiger, table
verb	A word expressing an action, occurrence or state.	The wolf crept.
adjective	A word that describes or modifies a noun.	the enormous castle
root word	A base word from which related words can be built.	help → helpful, helping
prefix	Letters added to the beginning of a word to change meaning.	happy → unhappy
suffix	Letters added to the end of a word, often changing meaning or grammatical function.	jump → jumped
subject	The person, thing or idea that a clause is about.	The dragon roared. The dragon is the subject.
clause	A group of words organised around a verb.	The dog barked.
conjunction	A word linking words, phrases or clauses.	The knight ran and the dragon roared.
sentence boundary	The point where one sentence ends and another begins.	The dragon roared. The knight ran.
audience	Who the writing is for.	A letter to the headteacher has the headteacher as its audience.
purpose	Why the writing is being produced.	A poster may be written to persuade.
draft	Writing while ideas and language are still being shaped.	Changing ran to sprinted while composing.
edit	Changing writing to improve meaning, clarity or impact.	The dog went → The dog bounded.

Year 2 – Expanding and Connecting

Terminology	What it means	Example
noun phrase	A phrase built around a noun.	the dog
expanded noun phrase	A noun phrase with additional information.	the enormous, shaggy dog
statement	A sentence or clause that gives information.	The fire started in the bakery.
question	A sentence used to ask something.	Why did the fire spread?
command	A sentence that directs or instructs.	Close the door.
exclamation	In statutory grammar, a structure beginning with what or how that expresses strong feeling.	What a terrifying fire that was!
adverb	A word that can modify a verb, adjective,	She ran quickly.

	another adverb or clause.	
tense	The grammatical system locating events or states in time.	walks is present; walked is past.
past tense	A tense referring to past events or states.	She walked home.
present tense	A tense referring to present or general events and states.	She walks home.
apostrophe	A mark used for contracted forms and possession.	don't; Sam's coat
comma	A punctuation mark with several functions; initially used particularly in lists.	bread, cheese, apples and water
co-ordination	Joining elements of equal grammatical status.	It rained but we continued.
subordination	Making one clause dependent on another.	We stayed inside because it rained.
coordinating conjunction	A conjunction joining equal grammatical elements.	and, but, or
subordinating conjunction	A conjunction introducing a subordinate clause.	when, if, because, although
progressive form	A verb construction using be + -ing to show an action in progress.	She was running.
contraction	A shortened form where letters are omitted, usually shown by an apostrophe.	do not → don't
possession	A grammatical relationship showing belonging or connection.	the girl's bag
common exception word	A word containing a spelling that is exceptional in relation to the phonics knowledge taught at that point.	said
genre / form	The type or form of writing chosen for purpose and audience.	story, report, letter
plan	A way of organising ideas before or during composition.	Notes for opening, problem and resolution.
proofread	Checking writing for accuracy rather than improving its effect.	Checking spelling and sentence punctuation.

Year 3 – Developing Control

Terminology	What it means	Example
preposition	A word commonly expressing place, time, direction or another relationship.	under the bridge; before lunch
word family	A group of related words connected by a common root or meaning.	act, action, actor, react
main clause	A clause capable of functioning as the main part of a sentence.	We continued although it rained.
subordinate clause	A clause dependent on a main clause.	Although it rained, we continued.
direct speech	The exact words spoken by a character or person.	"Run!" shouted Peter.

inverted commas / speech marks	Marks showing the spoken words in direct speech.	"I am ready," said Sam.
reporting clause	The clause identifying who speaks and often how.	"Come here," whispered Mum.
consonant	A speech sound made with some obstruction or narrowing of airflow.	/t/ is a consonant phoneme.
consonant letter	A letter conventionally representing consonant sounds.	b, c, d, f
vowel	A speech sound made without the closure/friction associated with consonants.	The first sound in apple is a vowel.
vowel letter	The letters a, e, i, o, u; y can also function as a vowel letter.	a in cat; y in gym
present perfect	A construction using has/have + past participle, linking past with present.	She has finished.
paragraph	A section organising related material for the reader.	A new paragraph signals a change of time or topic.
heading	A title identifying a text or section.	How Volcanoes Erupt
subheading	A smaller heading organising a section within a text.	Inside a Volcano
morpheme	The smallest unit of meaning or grammatical function in a word.	unhelpful = un + help + ful
morphology	Understanding how meaningful word parts combine.	help → helpful → helpless
dialogue	Conversation between characters represented in narrative.	"Where are you going?" asked Mia.
cohesion	The way parts of a text connect so ideas flow and make sense.	Later that evening, they returned. The journey had exhausted them.
verb choice	Selecting a precise verb for meaning and effect.	walked → crept
revise	Reconsidering and reshaping content or structure.	Moving a sentence to improve the order of ideas.

Year 4 – Meaning and Cohesion

Terminology	What it means	Example
determiner	A word introducing or specifying a noun.	the dog; those trees; three apples
pronoun	A word used in place of a noun or noun phrase.	Maya arrived. She sat down.
possessive pronoun	A pronoun showing possession that can stand independently.	The coat is mine.
adverbial	A word, phrase or clause adding information such as time, place, manner or reason.	later; in the forest; with care
fronted adverbial	An adverbial placed before the main clause.	Later that evening, the storm arrived.

prepositional phrase	A phrase beginning with a preposition.	under the old bridge
plural possession	Possession involving a plural noun.	the girls' coats; the children's books
Standard English	The variety of English conventionally used in formal writing and many public contexts.	We were going, rather than We was going.
theme	A central or recurring idea in a text or section.	A paragraph develops the theme of survival.
tone	The attitude or feeling conveyed through language and style.	A formal letter uses a serious, respectful tone.
effect	The response or impression a writer aims to create.	The short sentence creates sudden tension.
precision	Choosing language that communicates the intended meaning exactly.	staggered is more precise than went
noun modification	Adding information to a noun to make its meaning more specific.	the ancient, crumbling temple
register	The style and level of language appropriate to audience, purpose and context.	Dear Sir or Madam uses a formal register.

Year 5 – Deliberate Choices

Terminology	What it means	Example
modal verb	A verb expressing meanings such as possibility, certainty, obligation or permission.	might, must, should, could
relative pronoun	A pronoun that can introduce a relative clause.	who, which, that, whose
relative clause	A clause giving additional information about a noun or noun phrase.	The soldier, who was exhausted, stopped.
parenthesis	Additional information inserted into a sentence.	The soldier – exhausted from battle – stopped.
bracket	A punctuation mark that can enclose parenthetical information.	The expedition (which lasted six months) succeeded.
dash	A punctuation mark that can mark parenthesis or a break in a sentence.	The door opened – slowly and silently – behind him.
ambiguity	Language that can reasonably be interpreted in more than one way.	I saw the man with the telescope.
cohesive device	A language or structural choice linking ideas across a text.	pronouns, repetition, conjunctions and adverbials
degree of possibility	How certain or likely something is presented as being.	It might happen. / It will happen.
etymology	The study of where words come from and how they developed.	telephone contains Greek elements relating to far and sound.
derivation	Creating a new word from a base or root, often using an affix.	happy → happiness
atmosphere	The overall emotional quality created in a	Fog and distant footsteps create an

	scene or text.	uneasy atmosphere.
mood	The feeling created for the reader.	The description creates a threatening mood.
pace	The perceived speed at which a text moves.	Short sentences can increase pace.
viewpoint	The position from which events or ideas are presented.	The battle is described from a child's viewpoint.
formality	The degree to which language follows formal or informal conventions.	I am writing to request...
coherence	The overall logical clarity and unity of a text.	Each paragraph develops the argument logically.
authorial choice	A deliberate decision about language, structure or presentation.	A one-sentence paragraph emphasises the revelation.
automaticity	Performing a skill fluently with little conscious effort.	Fluent handwriting frees attention for composition.

Year 6 – Independent Authorial Control

Terminology	What it means	Example
object	A sentence element affected by or involved in the action of a verb.	The dog chased the ball. The ball is the object.
active voice	A construction where the subject is typically the doer of the action.	The storm destroyed the roof.
passive voice	A construction where the subject is typically affected by the action.	The roof was destroyed by the storm.
synonym	A word with the same or similar meaning to another.	large / enormous
antonym	A word with an opposite or contrasting meaning.	hot / cold
ellipsis	The omission of words understood from context; also the three-dot mark used for omitted or trailing material.	Sam ordered pizza and Mia pasta.
hyphen	A mark joining words or word parts, sometimes avoiding ambiguity.	man-eating shark; re-enter
colon	A mark used to introduce or expand on what precedes it.	There was one option: escape.
semi-colon	A mark linking closely related independent clauses or separating complex list items.	The storm intensified; nobody moved.
bullet points	A layout device organising items clearly in a list.	Equipment: • rope • torch • water
independent clause	A clause able to stand alone as a complete sentence.	The gates opened.
subjunctive	A formal verb form used in certain hypothetical or formulaic constructions.	If I were you...
question tag	A short question added to a statement, often seeking confirmation.	You are coming, aren't you?

formal register	Language appropriate to formal contexts.	I would be grateful if you would consider...
informal register	Language appropriate to familiar or conversational contexts.	Thanks for helping - it was brilliant!
authorial intent	What a writer is trying to achieve through choices in language, structure or content.	The writer delays the reveal to build tension.
perspective	The position through which an event or subject is viewed.	The event is retold from the evacuee's perspective.
nuance	A subtle difference in meaning or effect.	glanced, stared and glared have different nuances.
connotation	An association suggested by a word beyond its literal meaning.	slender and skinny have different connotations.
figurative language	Non-literal language used to create imagery or effect.	The city was a sleeping giant.
rhetoric / rhetorical device	Language deliberately shaped to influence or affect an audience.	repetition, rhetorical questions, contrast
impact	The effect a writer's choices have on the reader.	The abrupt ending leaves the reader uncertain.
transfer	Applying previously learned knowledge independently in a new context.	Using cohesion taught in English in a history explanation.
independence	Selecting and applying appropriate knowledge without unnecessary prompting or scaffolding.	The pupil chooses the structure and edits without a writing frame.

Hall Green Whole-School Writing Language

Terminology	What it means	Example
writing to entertain	Writing primarily intended to engage, interest or emotionally affect a reader.	stories, poetry and playscripts
writing to inform	Writing intended to communicate information clearly.	reports, explanations, recounts and biographies
writing to discuss	Writing that explores different viewpoints or sides of an issue.	A balanced discussion.
writing to persuade	Writing intended to influence thoughts, feelings or actions.	A persuasive speech or letter.
I-2 editing	Hall Green's structured approach to purposeful editing, including reconsidering verbs and noun modification at an appropriate level.	went → staggered; building → crumbling building
green-pen response	A progressively taught way of making pupils' thinking, feedback response and improvements visible.	Replacing an imprecise verb in green.
scaffold	Temporary support that enables access and is reduced as independence grows.	sentence stem, visual prompt, vocabulary bank
WAGOLL	A successful model used to explore effective writing choices, not simply to	Analysing how a report organises information.

	copy.	
WABOLL	A deliberately less effective model used to discuss how writing could improve.	Improving repetitive verbs and unclear punctuation.
sentence fluency	The smoothness and readability created by accurate and purposeful sentence construction.	Varying sentence length to control pace.
writer's craft	The deliberate techniques writers use to shape meaning and reader response.	viewpoint, structure, imagery, vocabulary
authentic audience	A real or meaningful reader beyond writing only for the teacher.	A letter to governors.
greater depth	Secure, consistent and independent application of relevant expectations with purposeful control; not simply adding more features.	Independently adapting register and structure for a formal audience.

Staff use: the progression principle

- Introduce the precise term explicitly and explain it in accessible language.
- Model the term through real sentences, texts and pupils' own writing.
- Keep previously taught terminology alive in later year groups.
- Move pupils from naming a feature, to explaining its purpose, to selecting it independently when it improves writing.
- Maintain the distinction between editing (improving meaning and impact) and proofreading (checking accuracy).
- Do not use terminology as a feature checklist: the purpose is greater understanding and authorial control.

General Writing Terminology – Staff Subject Knowledge

The following vocabulary sits alongside the year-group grammatical terminology. These terms describe the wider processes, knowledge and behaviours involved in becoming a writer. Staff should use them progressively and in age-appropriate ways; many begin orally or through modelling before pupils are expected to use the terminology themselves.

Terminology	Progressive use	What it means	Example
Composition	EYFS onward	The process of generating, organising and expressing ideas in writing. Composition includes deciding what to say and how best to say it.	A pupil orally rehearses an idea, chooses vocabulary and shapes it into a sentence.
Transcription	EYFS onward	The physical and technical process of recording language, principally handwriting and spelling.	A child can form letters accurately and spell enough words automatically to concentrate on ideas.
Oral rehearsal	EYFS onward	Saying and refining words, phrases or sentences aloud before or during writing.	The pupil says, 'The enormous dragon swooped over the castle,' before writing it.
Planning	EYFS onward	Generating and organising ideas before or during writing. Planning can be oral, visual, brief or detailed depending on need.	A child orally sequences a story; an older pupil notes the argument for each paragraph.
Drafting	Year 1 onward	Developing writing while ideas, vocabulary and structures are still being shaped. Drafting is not simply producing a rough copy to rewrite neatly.	While drafting, a pupil changes words to staggered because it better conveys exhaustion.
Editing	Year 1 onward	Reconsidering and changing writing to improve meaning, clarity, precision, cohesion or impact.	The pupil replaces repeated verbs and reorganises a sentence to make the description more effective.
Proofreading	Year 2 onward	Checking writing for accuracy rather than changing its content for effect. This commonly includes spelling, punctuation, grammar and transcription.	The pupil notices a missing capital letter and corrects a misspelling.
Revising	Year 2/3 onward	Rethinking content or organisation, sometimes making larger changes than sentence-level editing.	A pupil removes an unnecessary paragraph and moves important information earlier in the report.
Publishing	EYFS onward	Presenting a selected piece to an intended audience in an appropriate final form. Not every piece of writing needs to be published.	A persuasive letter is prepared and sent to its intended recipient.
Audience	EYFS/Year 1 onward	The person or group for whom the writing is intended. Audience influences vocabulary, tone, formality, content and structure.	A letter to governors requires different choices from a story written for younger pupils.
Purpose	EYFS/Year 1 onward	The reason for writing. At Hall Green the broad purposes are to entertain, inform, discuss and persuade.	A speech may be written to persuade an audience to take action.
Genre	Year 1/2 onward	A recognised category of writing with characteristic conventions.	narrative, explanation, discussion
Form	Year 1/2 onward	The particular shape a piece of writing takes to meet its audience and purpose.	letter, speech, diary, report, article
Writer's craft	EYFS onward	The deliberate techniques and choices writers use to shape meaning and reader response.	Choosing viewpoint, imagery, sentence length and vocabulary to create tension.
Authorial choice	Year 3 onward	A deliberate choice made by a writer about language, structure or presentation.	Using a one-sentence paragraph to emphasise a revelation.
Authorial intent	Year 5/6	What the writer intends the reader to think, feel, understand or experience.	The writer withholds information to make the reader suspicious.
Reader effect / impact	Year 3 onward	The response a writer aims to create through particular choices.	The abrupt sentence creates shock and interrupts the slower pace.

Vocabulary	EYFS onward	The words available to understand and communicate meaning. In writing, vocabulary should be chosen for precision, appropriateness and effect.	staggered communicates more precise meaning than went.
Word choice	EYFS onward	Selecting a word because its meaning and effect suit the context.	The pupil chooses whispered rather than said.
Verb choice	Year 1 onward	Selecting a precise verb to communicate action, state, mood, pace or impact.	The wolf crept rather than went through the forest.
Noun modification	Year 1 onward	Adding information to a noun to make its meaning more specific.	the crumbling stone tower
Tier 2 vocabulary	KS1 onward	High-utility vocabulary that occurs across many subjects and contexts and can increase precision and sophistication.	significant, consequence, contrast
Tier 3 vocabulary	KS1 onward	Subject-specific or domain-specific vocabulary.	photosynthesis, monarchy, tectonic
Semantics	Staff knowledge; increasingly explicit KS2	The study of meaning in words, phrases and sentences.	Discussing how furious and annoyed differ in strength and meaning.
Syntax	Staff knowledge; increasingly explicit KS2	The way words, phrases and clauses are arranged to form grammatically meaningful sentences.	Changing the order of clauses can alter emphasis.
Grammar	KS1 onward	The system and patterns through which words and sentences are structured to communicate meaning.	Using tense consistently and linking clauses appropriately.
Punctuation	EYFS onward	Marks used to organise written language, clarify meaning and guide the reader.	full stops, commas, colons and semi-colons
Sentence fluency	KS1 onward	The smoothness and readability created through accurate, purposeful and appropriately varied sentence construction.	Combining longer descriptive sentences with a short sentence for emphasis.
Cohesion	Year 3 onward	The linguistic links that connect ideas within and across sentences and paragraphs.	pronouns, repetition, conjunctions and adverbials link ideas.
Coherence	Year 4/5 onward	The overall logical sense and unity of a text: its ideas fit together and develop in a way the reader can follow.	The argument develops logically from introduction to conclusion.
Morphology	KS1 foundations; explicit from KS2	The study of the meaningful parts of words and how they combine. Morphological knowledge supports spelling, vocabulary and meaning.	unhelpful = un + help + ful; sign → signal → signature
Morpheme	Year 3 onward	The smallest unit in a word that carries meaning or grammatical function.	dogs contains dog + s; unhappy contains un + happy.
Root word	Year 1 onward	A word or base to which prefixes or suffixes can be added.	help → helpful, helpless
Base word	KS1/KS2	The form to which an affix is added. It may itself contain more than one morpheme.	help is the base in helpful.
Prefix	Year 1 onward	A meaningful element added before a base or root.	possible → impossible
Suffix	Year 1 onward	A meaningful element added after a base or root.	teach → teacher
Affix	KS2 / staff knowledge	The collective term for an element attached to a base, such as a prefix or suffix.	un- and -ful are affixes in unhelpful.
Word family	Year 3 onward	A group of words related through a common root/base and meaning.	act, action, actor, react
Derivation	Year 5 onward	The formation of a new word from an existing word or root, commonly through affixation.	happy → happiness
Inflection	KS2 / staff knowledge	A grammatical change to a word that does not create a new core lexical meaning.	walk → walked; dog → dogs
Etymology	Year 5 onward	The study of the origin and historical	Understanding the Greek roots in

		development of words.	telephone can support meaning and spelling.
Phonology	EYFS onward / staff knowledge	The sound system of language and how sounds function and pattern in words.	Recognising the phonemes in ship before representing them with graphemes.
Phoneme	EYFS onward	The smallest unit of sound that can distinguish meaning in spoken language.	ship = /sh/ /i/ /p/
Grapheme	EYFS onward	A letter or group of letters representing a phoneme.	igh represents /igh/ in night.
Grapheme-phoneme correspondence (GPC)	EYFS onward	The relationship between a phoneme and the grapheme or graphemes used to represent it.	/f/ may be represented by f, ff or ph.
Orthography	Staff knowledge / UKS2 enrichment	The conventional written system of a language, including accepted spelling patterns.	Understanding why words may share a spelling pattern despite pronunciation differences.
Spelling pattern	KSI onward	A recurring relationship or convention in written words that helps pupils generalise spelling knowledge.	Changing y to i before adding -es in some words.
Common Exception Word	KSI	A word containing a spelling that is exceptional in relation to the phonics knowledge taught at that point.	said
High-frequency word	EYFS/KSI	A word that appears very often in written language; high frequency does not necessarily mean phonically irregular.	the, and, went
Automaticity	EYFS onward	The ability to perform a skill accurately and fluently with little conscious effort, freeing cognitive capacity for composition.	Automatic letter formation allows greater attention to vocabulary and ideas.
Handwriting fluency	EYFS onward	Writing letters and words accurately, legibly and with an increasingly efficient, automatic movement.	A pupil writes a sustained paragraph without letter formation interrupting composition.
Letter formation	EYFS onward	The correct movement, orientation and shape used to produce letters.	Starting and finishing the letter in the taught Kinetic Letters position.
Legibility	EYFS onward	How easily handwriting can be read by another person.	Letters are clearly formed and appropriately spaced.
Fluency	KSI onward	The ability to write with increasing ease, flow and efficiency while maintaining control.	The pupil can sustain writing without frequent pauses caused by transcription.
Stamina	KSI onward	The ability to sustain concentration and composition for an increasingly appropriate length of time.	A Year 6 pupil sustains a developed piece while maintaining cohesion and accuracy.
Scaffolding	All phases	Temporary support that enables a pupil to access learning and should be adapted and reduced as independence develops.	oral rehearsal, sentence stem, vocabulary prompt, model
Modelling	All phases	Making the thinking and decision-making involved in writing visible to pupils.	The teacher thinks aloud while choosing between two verbs.
Shared writing	EYFS/KSI onward	Teacher and pupils collaboratively compose a text, with the teacher usually acting as scribe while modelling decisions.	The class jointly constructs the opening of a story.
Guided writing	KSI onward	Focused teaching with a group of pupils to address a shared writing need through supported composition.	A group works with the teacher on maintaining tense consistently.
Independent writing	All phases, progressively	Writing in which pupils make and apply decisions without inappropriate adult intervention or scaffolding.	A pupil independently selects vocabulary, structure and punctuation for a new task.
Scaffold withdrawal	All phases	The deliberate reduction of support as pupils become more secure.	Removing sentence stems once pupils can construct the sentence independently.
Transfer	All phases	Applying previously learned knowledge or skills independently in a new context, subject or genre.	Applying paragraph cohesion taught in English to a geography explanation.
Retrieval	All phases	Bringing previously learned knowledge back to mind so it can be used again.	Recalling a spelling rule before applying it to a new word.

Application	All phases	Using taught knowledge or skills within actual writing.	Using a fronted adverbial appropriately in an independent narrative.
Mastery	Staff language	Secure, flexible and independent understanding that can be applied appropriately across contexts.	A pupil uses sentence structures deliberately rather than because a checklist requires them.
Independence	All phases	Selecting and applying appropriate knowledge, strategies and choices without unnecessary prompting.	The pupil plans, drafts and edits a new task without a writing frame.
Greater depth	Relevant assessment points	Secure, consistent and independent application of expectations with purposeful control and choice; it is not simply the inclusion of more features.	The pupil independently adapts register, structure and vocabulary for a formal audience.
Feedback	All phases	Information that helps a pupil understand what has been successful and what action will improve learning.	A teacher prompts a pupil to reconsider whether the verb communicates the intended mood.
Self-assessment	KSI onward, progressively	A pupil reflecting on their own writing against understood expectations and making appropriate decisions.	The pupil identifies that a paragraph lacks cohesion and revises it.
Peer assessment	KSI onward, progressively	Pupils responding constructively to another writer's work using taught language and expectations.	A partner explains where the reader needs greater clarity.
I-2 editing	Hall Green approach	Hall Green's structured approach to teaching purposeful editing, including deliberate reconsideration of verbs and noun modification at an appropriate developmental level.	went → staggered; the building → the crumbling building
Green pen	Hall Green approach	A progressively taught tool used to make pupil thinking, response and improvement visible; it should be purposeful and used at teacher discretion.	A pupil changes an imprecise verb in green after rereading.
WAGOLL	All phases where useful	A model of successful writing used to explore effective choices. It should support understanding rather than become a template pupils simply copy.	The class explores how an effective report groups information.
WABOLL	All phases where useful	A deliberately less effective example used to identify problems and discuss improvements.	Pupils improve repetitive sentence openings and weak verbs.
Success criteria	KSI onward where useful	A concise articulation of relevant learning expectations that can support pupils without reducing writing to feature collection.	Remembering that the purpose is to persuade, not merely ticking off rhetorical questions.
Working wall	All phases	A dynamic classroom resource that records useful learning, vocabulary, examples and models generated during a sequence.	The wall develops with shared vocabulary and modelled sentence choices.
Writing journey	All phases	The responsive sequence through which pupils develop a piece or body of writing. It may include immersion, exploration, ideas, planning, drafting, editing, refining and sharing.	A teacher revisits sentence-level modelling before pupils continue drafting because assessment shows it is needed.
Immersion	All phases	Experiencing and exploring rich texts, contexts, vocabulary or subject matter before composing.	Reading and discussing several strong examples before writing.
Authentic audience	All phases	A real or meaningful audience that gives writing a genuine communicative purpose.	Writing a letter to governors or information for another class.
Register	KS2, with earlier awareness	The style and level of language selected for a particular audience, purpose and context.	A formal complaint uses different language from a message to a friend.
Tone	KS2, with earlier awareness	The attitude or feeling communicated through a writer's language and style.	respectful, humorous, threatening, reflective
Voice	KS2	The distinctive personality or presence conveyed by the writer or narrator	A diary may establish a personal, reflective voice.

		through language and style.	
Viewpoint	KS2	The position from which events, ideas or arguments are presented.	A battle described from a child's viewpoint.
Perspective	UKS2	The particular lens through which an event or issue is understood or represented.	Retelling an evacuation from the perspective of the child rather than the parent.
Atmosphere	KS2	The overall emotional quality created within a scene or text.	Silence, darkness and distant footsteps create an uneasy atmosphere.
Mood	KS2	The feeling created for the reader by the writing.	The description creates a tense mood.
Pace	KS2	The perceived speed at which writing moves.	Short sentences and rapid actions accelerate the pace.
Imagery	KS2	Descriptive or figurative language that creates sensory or mental pictures.	The moon hung like a silver coin.
Figurative language	KS2	Language used beyond its literal meaning to create imagery or effect.	simile, metaphor and personification
Connotation	UKS2	The associations or feelings a word suggests in addition to its literal meaning.	slender and skinny have similar denotations but different connotations.
Nuance	UKS2	A subtle distinction in meaning, feeling or effect.	glanced, stared and glared each suggest a different way of looking.
Precision	KS1 onward	Choosing language that communicates meaning accurately and specifically.	staggered instead of went
Formality	KS2	The degree to which language follows conventions associated with formal or informal contexts.	I am writing to request... is more formal than I want to ask...
Rhetoric	UKS2	The deliberate shaping of language to influence or affect an audience.	repetition, contrast and carefully framed questions
Rhetorical question	KS2	A question asked primarily for effect rather than to obtain an answer.	How much longer can we ignore this problem?
Structure	KS1 onward	The way a text is organised so information, events or ideas develop effectively.	opening → build-up → problem → resolution
Paragraphing	Year 3 onward	Organising related material into paragraphs to help structure meaning for the reader.	A new paragraph signals a change of topic, time or focus.
Text organisation	KS1 onward	The use of structural and layout choices to help readers navigate meaning.	headings, paragraphs, sections, bullet points
Sentence structure	EYFS onward	The grammatical organisation of words, phrases and clauses within a sentence.	Although it was raining, we continued.
Sentence boundary	EYFS/Year 1 onward	The point at which one complete sentence ends and another begins.	The rain stopped. We left the house.
Subject-verb agreement	Year 1 onward	The grammatical matching of a subject and verb in number/person.	She runs. They run.
Tense consistency	Year 2 onward	Maintaining appropriate tense choices unless there is a deliberate reason to change.	A past-tense recount stays in the past tense.

Staff principle: pupils do not need terminology for its own sake. We use precise language so that children increasingly understand, discuss and independently control the choices they make as writers.