

Writing Progression: Small Steps

Overview:

The English curriculum seeks to equip pupils with a strong command of spoken and written language in readiness for their next phase in education and to be successful life- long learners and participants in society. We acknowledge the importance of English within each subject of the primary curriculum, and believe that a depth of learning secured within all aspects of this core subject, enables access to the full breadth of a rich and vibrant curriculum, and broadens pupils’ experiences.

The English curriculum aims to develop effective communication skills so pupils can speak and write fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.

Writing:

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The Writing sequence aims to develop competence in both aspects. Pupils are taught to express their ideas in a range of written genres, develop a strong awareness of audience, purpose and context and use a wide range of vocabulary and grammar appropriately.

This document has been created to support teachers when planning for teaching and learning. This document aims to support teachers’ subject knowledge of writing, as well as planning for the small steps of writing. The small steps statements below have been generated using the National Curriculum and expanded upon to create specific examples.

Each of the statements have been grouped into writing skills, which are broken up into:

Composition: planning
Word structure
Punctuation

Composition: drafting
Sentence structure
Spelling

Composition: evaluate and edit
Text structure
Handwriting

	Pre-school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Composition: planning	<ul style="list-style-type: none"> use simple sentences orally 	<ul style="list-style-type: none"> say a complete sentence aloud before writing remember the sentence they have said aloud before writing 	<ul style="list-style-type: none"> say out loud what they are going to write about arrange ideas in sequence use a simple given planning tool eg a story map, washing line produce a simple flow chart to orally describe a process 	<ul style="list-style-type: none"> plan what they are going to write about plan to use key words and new vocabulary in writing use a simple given planning tool e.g., story grid produce a flow chart after a practical activity understand the audience and purpose for their writing 	<ul style="list-style-type: none"> understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar discuss and record ideas and vocabulary identify the audience and purpose for their writing use a simple given planning tool eg, basic genre snippet* make detailed notes to explain stages of a process 	<ul style="list-style-type: none"> in writing similar to that which they are planning to write, identify independently what can be learnt from its structure, vocabulary and grammar When planning narratives, find, identify and draw on examples of how authors have developed characters and settings use a wider variety of planning tools linked to genre, e.g. post- it planning for paragraphing rehearse dialogue 	<ul style="list-style-type: none"> plan and select the appropriate form suited to the given audience and purpose note and develop initial ideas, drawing on reading of other authors, and research decide most efficient planning tools/methods to use 	<ul style="list-style-type: none"> independently identify audience and purpose while planning, deciding appropriate form and register independently identify compositional skills required linked to genre when writing narratives, plan development of characters and setting to fit purpose and context
Composition: drafting	<ul style="list-style-type: none"> distinguish between different marks they make give meaning to the marks they make write a pretend list starting at the top of the paper 	<ul style="list-style-type: none"> use clearly identifiable letters to write a word that can be read by others write phrases and short sentences that can be read by others, in meaningful contexts 	<ul style="list-style-type: none"> sequence sentences refer to given planning to ensure sequence of ideas compose and rehearse a sentence orally 	<ul style="list-style-type: none"> encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> follow their own notes and plans 	<ul style="list-style-type: none"> select appropriate vocabulary from planning, understanding how choices can change and enhance meaning 	<ul style="list-style-type: none"> select appropriate, grammar understanding how choices can change and enhance meaning 	<ul style="list-style-type: none"> precis longer paragraphs

Composition: evaluate and edit		<ul style="list-style-type: none"> re-read sentence to check it makes sense listen to or state an idea to improve writing in conversation or discussion 	<ul style="list-style-type: none"> re-read what they have written to check it makes sense read aloud their writing clearly enough to be heard by their peers and teacher discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> re-read to check that verbs to indicate time are used correctly and consistently read aloud their writing with appropriate intonation to make their writing clear evaluate their writing with the teacher or other pupils and make additions, revisions or corrections start to proof read to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> proof read to check for spelling and punctuation errors assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency 	<ul style="list-style-type: none"> proof read to check for spelling and punctuation errors, more than once - as the writing develops in their own and others' writing, propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun 	<ul style="list-style-type: none"> ensure consistent and correct use of tense ensure correct subject verb agreement proof read throughout the writing process to check for spelling and punctuation errors in their own and others' writing, propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect 	<ul style="list-style-type: none"> proof read to check for spelling and punctuation errors, independently, and appropriate to task in their own and others' writing, propose changes to distinguish between the language of speech and writing, choosing the appropriate register adapt and refine grammar and vocabulary, to enhance meaning
Word structure and word class			<ul style="list-style-type: none"> use plurals - s -es correctly in terms of the meaning of the word use suffixes ing -ed -er and -est where there is no change to the root word use prefix un- for negation build compound words from known words 	<ul style="list-style-type: none"> use suffixes -ness (formation of nouns), -ful, -less, -ment use -ly to turn adjectives in to adverbs for description use two adjectives to describe a noun 	<ul style="list-style-type: none"> use noun prefixes- see spelling appendix 1 use a/an according to noun identify word families related to common words, and use in context 	<ul style="list-style-type: none"> difference between plural and possessive 's' understand that difference between standard English forms of verb inflections, compared to local spoken form (e.g.was/were, done/did, ain't/am not/is not, gonna/going to), and use in context 	<ul style="list-style-type: none"> convert nouns or adjectives to verbs using suffixes use verb prefixes identify further differences between standard English forms of verb inflections, compared to local spoken form (eg would have/would of, I was sitting/I was sat, I was standing/I was stood), and use in context 	<ul style="list-style-type: none"> understand the difference between vocabulary for informal speech and formal speech and writing, and use in context understand how words are related by meaning as synonyms and antonyms, and use in context
Sentence structure		<ul style="list-style-type: none"> break the flow of speech in to words write own name, label and captions write short sentences with words with known sound-letter correspondences using a capital letter and full stop use future tense orally 	<ul style="list-style-type: none"> understand how words combine to make sentences join words or clauses using 'and' 	<ul style="list-style-type: none"> use co-ordination – but, so use subordination - when, if, that, because use noun phrases for description and specification identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command 	<ul style="list-style-type: none"> express time, place and cause, using conjunctions, adverbs or prepositions 	<ul style="list-style-type: none"> expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases use fronted adverbials 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun indicate degrees of possibility with adverbs and modal verbs 	<ul style="list-style-type: none"> use passive voice to affect the presentation of information in a sentence show difference between formal structures and informal structures, through the use of question tags and subjunctive form
Text structure			<ul style="list-style-type: none"> sequence sentences to form short narratives 	<ul style="list-style-type: none"> sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional) make a correct choice of simple present tense, simple past tense, use present progressive to mark actions in progress 	<ul style="list-style-type: none"> in narratives, create settings, characters and plots in non-narrative use simple organisational devices, such as headings and sub-headings use paragraphs to group related sentences use paragraphs to show change in place or time use present perfect form of verbs instead of simple past use past progressive to mark actions in progress 	<ul style="list-style-type: none"> identify structure, suitable for the given audience and purpose in non-narrative, select appropriate simple organisational devices use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> in narratives, integrate dialogue to convey character and advance the action use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining build cohesion within and across paragraphs using: <ul style="list-style-type: none"> conjunctions and tense choice build cohesion within and across paragraphs using: <ul style="list-style-type: none"> adverbials of time adverbials of place adverbials of number 	<ul style="list-style-type: none"> across the full range of narratives, select methods to describe settings, characters and atmosphere, and integrate dialogue select appropriate organisational and presentational devices for effect, to structure text and guide the reader choose cohesive devices to build cohesion within and across paragraphs
Punctuation	<ul style="list-style-type: none"> see differences in lower case and upper case letters 	<ul style="list-style-type: none"> use a capital letter at the start of a sentence use a full stop at the end of a sentence 	<ul style="list-style-type: none"> use capital letters for names and personal pronoun I use capital letters for days of the week use question marks use speech bubbles 	<ul style="list-style-type: none"> use commas to separate items in a list use apostrophe for contractions use apostrophe for singular possession use exclamation marks 	<ul style="list-style-type: none"> use inverted commas to punctuate direct speech use apostrophe for regular plural possession 	<ul style="list-style-type: none"> use other punctuation to indicate direct speech use apostrophe for irregular plural possession use comma to mark fronted adverbials 	<ul style="list-style-type: none"> use brackets use dashes use commas to indicate parenthesis use commas to clarify and avoid ambiguity 	<ul style="list-style-type: none"> use semi-colon colon and dash to mark clauses use colon to introduce a list use semicolon within lists use bullet points to list information use hyphen to avoid ambiguity use ellipsis

Spelling	<ul style="list-style-type: none"> hears and says the initial sound in words recognise words with the same initial sound count syllables write initial sound of own name 	<ul style="list-style-type: none"> segment the sounds in simple words link sounds to letters, naming and sounding the letters of the alphabet spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> spell words with 40+ phonemes spell year 1 common exception words spell the days of the week use letter names to distinguish between alternative spellings use rule to spell -s and -es plurals spell using suffix -ing -ed -er and -est where there are no changes to the root word write dictated sentences with sounds and words learnt 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these with graphemes learn new ways for spelling phonemes for which one or more spellings are already known spell Year 2 homophones and near homophones spell Year 2 common exception words spell contracted word forms (apostrophes) add suffixes -ment, -ness, -ful, -less, -ly write dictated sentences, using GPCs, words and punctuation learnt 	<ul style="list-style-type: none"> spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3) spell further homophones (see appendix for which in Year 3) spell words that are often misspelt (see appendix for which in Year 3) write from memory simple dictated sentences, including Y3 taught words and punctuation 	<ul style="list-style-type: none"> spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 4) spell further homophones (see appendix for which in Year 4) spell words that are often misspelt (see appendix for which in Year 4) write from memory simple dictated sentences, including Y4 taught words and punctuation 	<ul style="list-style-type: none"> spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 5) distinguish between Year 5 homophones and other words that are often confused (see appendix for Year 5 content) independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically 	<ul style="list-style-type: none"> spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 6) distinguish between Year 6 homophones and other words that are often confused (see appendix for Year 6 content) spell words with silent letters Use knowledge of a word's origin to support spelling e.g. Greek aer (air), Greek -logia (ology – study of), Latin insul (island)
Handwriting	<ul style="list-style-type: none"> hold pens and pencils with comfortable grip write some letters recognisably eg own name and m for mummy show a preference for a dominant hand 	<ul style="list-style-type: none"> use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor hold a pencil in tripod grip in preparation for fluent writing use a range of small tools, including scissors, paint brushes and cutlery begin to show accuracy and care when drawing form lower case letters correctly using pre-cursive style develop the foundations of a handwriting style which is fast, accurate and efficient separate words with spaces 	<ul style="list-style-type: none"> sit correctly at a table, hold a pencil using a tripod grip form all lower-case letters using pre cursive style form all capital letters form digits 0-9 know which letters belong to which handwriting families 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another use the diagonal and horizontal strokes needed to join letters 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 write digits of the correct size and orientation 	<ul style="list-style-type: none"> always use the diagonal and horizontal strokes that are needed to join letters increase the legibility, consistency of their handwriting 	<ul style="list-style-type: none"> ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> increase speed when writing legibly and fluently decide whether or not to join specific letters 	<ul style="list-style-type: none"> choose which shape of letter to use when given choices

EYFS - Pre-school

	Early Years Framework and Development Matters Statement	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning		To use simple sentences orally.	
Composition: drafting	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>To distinguish between different marks they make.</p> <p>To give meaning to the marks they make.</p> <ul style="list-style-type: none"> - To know the difference between drawing and writing - To understand that marks can represent a drawing, writing or drawing and writing - To understand that writing has a purpose, e.g. labelling with a name or communicating a thought or idea. <p>- To write some or all of their name.</p> <p>To write a pretend list starting at the top of the paper.</p>	<p>Teacher: Tell me about this... <i>(pointing to marks)</i></p> <p>Child: It's my mummy. <i>(drawing)</i></p> <p>Child: It <u>says</u> mummy is going to the shops. <i>(writing)</i></p>
Word structure and word class		To name objects / things / people and put these words orally into phrases.	<p>Look at a picture:</p> <p>Teacher: What can you see?</p> <p>Child 'brown fur', 'bottle', 'a blue bottle', 'a baby', 'a crying baby'</p>
Phrase and sentence structure		<p>To verbally label objects with words and phrases.</p> <ul style="list-style-type: none"> - Teachers should reframe this with a focus on: - orally turning a phrase into a sentence - orally correcting tenses <p><i>NB: Teachers should also use the 3rd person, where necessary, when talking about themselves to help them understand the subject of the sentence.</i></p>	<p>Child: 'baby cry'</p> <p>Teacher: 'Yes, that's right. The baby is crying.'</p> <p>Child: 'I goed to the park.'</p> <p>Teacher: 'You went to the park. How exciting!'</p>
Punctuation		To see differences in lower case and upper-case letters within their names.	
Spelling	Recognise words with the same initial sound, such as money and mother	<p>To hear and say the initial sound in words.</p> <p>To recognise words with the same initial sound.</p> <p>To count syllables.</p> <ul style="list-style-type: none"> - To tap syllables in names, familiar words and nursery rhymes. <p>To write initial sound of own name.</p>	<p>Use magnet letters to spell a word ending like 'at'.</p> <p>Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p>
Handwriting	<p>Write some letters accurately.</p> <p>Children need to know the language of direction ('up', 'down', 'round', 'back' etc.)</p>	<p>To write some letters recognisably e.g. letters from own name</p> <ul style="list-style-type: none"> - To trace own name. - To begin to write own name independently. <p>To show a preference for a dominant hand.</p> <ul style="list-style-type: none"> -To understand that one hand can be more comfortable to write with. - To understand that we use one hand more than the other. - To know which hand they work best with. - To use one hand consistently when holding a pencil, paintbrush and scissors. -To use a range of small tools, including scissors, paint brushes and pencils. -To know when writing at a table, both feet should be on the floor and the chair should be tucked in. -To hold pens and pencils with comfortable grip: <ul style="list-style-type: none"> - To use a modified tripod grip (crocodile grip). - To use a tripod grip (the pen is pinched between the ball of the thumb and forefinger, and supported by the middle finger with the other fingers tucked into the hand). 	<p>Give children a pompom or cotton wool ball to hold.</p>

		<ul style="list-style-type: none"> - To control a pencil and cross the mid-line successfully. - To know how to make different line shapes: curved, straight, vertical, horizontal and zig zag. - To show control when tracing and following patterns successfully when mark-making, e.g. in sand, in a tuff tray. - To understand the words relating to direction and line shape: up, down, round, back, curve, straight, zig zag -To draw a circle. 	
Terminology	letter, word, sound, idea		

EYFS - Reception

	Early Years Framework and Development Matters Statement	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Through talking, express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Develop storylines in their pretend play.</p>	<p>To say a complete sentence aloud before writing.</p> <ul style="list-style-type: none"> - To practise counting the words in a sentence. <p>To remember the sentence they have said aloud before writing.</p> <ul style="list-style-type: none"> - To practise repeating the sentence to hold it in memory until the point of writing <p>To orally compose a sentence that includes descriptive words.</p>	
Composition: drafting	<p>Describe events in some detail.</p> <p>Connect one idea or action to another</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>To write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> - To write CVC words. - To write phrases and short sentences that can be read by others. - To write some common exception words, spelt correctly (to, no, go, I, the, into). 	
Composition: evaluate and edit	<p>Re-read what they have written to check that it makes sense.</p>	<p>To re-read a sentence to check it makes sense.</p> <ul style="list-style-type: none"> - To understand that writers read and re-read their writing to check it makes sense. <p>To listen to or state an idea to improve writing in conversation or discussion.</p> <ul style="list-style-type: none"> - To edit with a teacher to apply knowledge of misspelt words. - To orally edit a highlighted focus, with adult support. - To identify specific successes in their caption writing, with adult support, e.g. identify a diagraph in their writing. 	
Word structure and word class		<p>To know that there are words that can be used to describe objects, people and things</p> <ul style="list-style-type: none"> - To know that these describing words can be part of a sentence <p>To know the personal pronoun 'I' relates to themselves.</p> <ul style="list-style-type: none"> - To use 'I' in writing. 	<p>Take a picture: generate describing words and model writing these in a sentence. 'He has big teeth and big eyes.'</p> <p>I am sad.</p>
Phrase and sentence structure	<p>Write simple phrases and sentences that can be read by others.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>To break the flow of speech in to words.</p> <p>To orally sequence at least 5 words into a sentence.</p> <ul style="list-style-type: none"> - To know each word needs representing separately in writing. - To orally use sequencing words, e.g. 'first, next'. <p>To separate words with spaces.</p> <p>To write simple phrases and sentences that can be read by others</p> <ul style="list-style-type: none"> - To write own name, label and captions. - To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <p>To use past and future tense orally.</p> <ul style="list-style-type: none"> - To understand that most past tense words end in '-ed'. (<i>Pupils do not need to know the vocabulary of verbs and tenses</i>). - To understand that some past tense verbs don't end in '-ed'. - To know that 'went' is the past tense of 'go'. <p>To sequence a series of sentences orally.</p> <ul style="list-style-type: none"> - To orally use some simple conjunctions such as 'and' and 'because'. - To understand that a sentence contains one or two ideas but no more. 	<p>Teacher: Today I cook. Yesterday I cooked. Tomorrow I will cook.</p> <p>Child: I goed to the shop Teacher: I went to the shop.</p>

Punctuation		<p>To use a capital letter at the start of a sentence. - To understand that a capital letter follows a full stop.</p> <p>To use a capital letter at the start of their name. - To know that their own name starts with a capital letter.</p> <p>To use a full stop at the end of a sentence. - To understand that the purpose of a full stop is to end an idea.</p>	
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<p>To segment the sounds in words.</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters. - To represent initial sounds correctly. - To represent the end sound correctly. - To represent the medial sound, using taught phonics. - To use phase 3 diagraphs in writing. - To use phase 4 consonant blends when writing words <i>e.g. nt, ng, nk</i>.</p> <p>To identify the part of common exception words that is tricky to spell.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To order letter cards alphabetically.</p>	<p>Model and correct common misconceptions: think (for thing), wet (for went).</p> <p>the said</p>
Handwriting	<p>Form lower case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -To know, when writing at a table, to sit on a chair with both feet flat on the floor. -To know, when writing at a table, to sit on a chair with their back against the back of the chair -To know, when writing at a table, to sit on a chair with hips directly under shoulders. -To know, when writing at a table, to have their elbow and forearm on table.</p> <p>To hold a pencil in tripod grip in preparation for fluent writing.</p> <p>To use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>To begin to show accuracy and care when drawing. -To begin to colour within the lines. -To be able to draw some common shapes, e.g. a circle, square and triangle. -To draw some simple representations of common objects. -To explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient. -To form lower case letters correctly using school agreed style. -To accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing. -To use the correct starting point for letter families e.g. c, o, a. -To understand that letters have different types of lines. -To be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). -To show the difference in size between lower case and upper-case letters. -To show clear ascenders and descenders. -To correctly ascend and descend in a straight line -To understand the difference between vertical (straight), curved and diagonal lines. -To write letters of a similar size. -To keep the pencil on the page to create a continuous line, e.g. when writing 'a'.</p>	<p>M has three vertical lines and two diagonal lines, P has one vertical line and one curved line.</p>
Terminology	capital letter, full stop, sentence, finger spaces		

Year 1

	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To say out loud what they are going to write about.</p> <p>To arrange ideas in sequence.</p> <ul style="list-style-type: none"> - To plan their writing using pictures or drawings to help sequence ideas. - To use known stories and real experiences as a starting point for writing. - To use familiar plots for structuring the opening, middle and end of their own stories. - To sequence ideas within non-fiction texts. <p>To use a simple given planning tool.</p> <p>To produce a simple flow chart to orally describe a process.</p>	<p>a story map, washing line</p>
Composition: drafting	<p>To sequence sentences to form short narratives.</p>	<p>To refer to given planning to ensure sequence of ideas.</p> <p>To compose and rehearse a sentence orally.</p> <p>To write a series of sentences that relate or are in order to retell a known story or own narrative.</p> <ul style="list-style-type: none"> - To use familiar story language in their own writing <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <ul style="list-style-type: none"> - To know that a recount is in time order. - To know that instructions often have numbers to show the order of the steps <p>To use phonics knowledge and sound mats to write independently so that a familiar adult can read it (phonetically plausible spelling).</p>	<p>Once many years ago... Jack crept up the beanstalk... One of the turnips grew and grew and grew...</p>
Composition: evaluate and edit	<p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense</p>	<p>To re-read what they have written to check it makes sense.</p> <ul style="list-style-type: none"> - To independently re-read every sentence to check that it makes sense. - To remove extra words or add missing words from sentences so that they make sense. - To change words if the wrong word has been used. <p>To read aloud their writing clearly enough to be heard by their peers and teacher.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <ul style="list-style-type: none"> - To discuss what they have written using speaking frames. - To begin to independently make changes to their writing, after discussion or rereading, so that it makes sense. 	<p>'The best word I've used is...'</p> <p>'My handwriting is good because...'</p>
Word structure and word class		<p>To know that a subject is a person, place or thing.</p> <ul style="list-style-type: none"> -To know that a noun is the name of a person, place or thing. - To know that a proper noun is the name of a specific person or place and starts with a capital letter. <p>To know that a verb is a 'doing' or 'action' word.</p> <p>To use plurals - s -es correctly in terms of the meaning of the word.</p> <ul style="list-style-type: none"> - To know that singular means one and plural is more than one. <p>To use suffixes -ing -ed -er and -est where there is no change to the root word.</p> <p>To use prefix un- for negation.</p> <p>To build compound words from known words.</p>	<p>Sarah, I, garden, school, Tesco, table, dog</p> <p>jump, jumped, jumping, jumper</p> <p>foot + ball = football</p>

<p>Sentence structure</p>	<p>To join words and sentences using 'and'</p>	<p>To understand how words combine to make sentences. - To know that a simple sentence is made up of a subject (noun) and a verb (and sometimes a bit more). 1. Subject + verb 2. Subject + verb + object 3. Subject + verb phrase 4. Subject + verb + adverbial 5. Subject + verb + object + object 6. Subject + verb + object + adverbial</p> <p>To join words or simple sentences using 'and'. A) To use 'and' to add an additional word. B) To use 'and' to add an additional phrase. C) To use 'and' to join two simple sentences *Teacher to model using the word clause interchangeably with sentence.</p> <p>To engage readers by using adjectives to describe. - To know that adjectives are describing words.</p>	<p>The bird flew. Sarah ate all of her breakfast.</p> <ol style="list-style-type: none"> Hilary <u>yawned</u>. Hilary opened <u>the door</u>. Hilary <u>was ready</u>. (complements the verb) Hilary lived <u>in London</u>. Hilary walked <u>down the road</u>. Hilary gave <u>me a pen</u>. Hilary put <u>the box on the table</u>. <p>a) <i>add another object</i>: I like peas <u>and carrots</u>. a) <i>add another subject</i>: Sarah <u>and Lucy</u> went to the café. b) He wore trousers <u>and a woolly jumper</u>. c) I play football <u>and</u> I play netball.</p> <p>The robin has a <u>red</u> chest. There was a <u>big</u> storm. He had a <u>quick</u> idea. Jack climbed a <u>giant</u> rock.</p>
<p>Text structure</p>		<p>To sequence sentences to form short narratives.</p> <p>To use the past tense when retelling stories or recounting experiences. -To use some common irregular past tense verbs. - To know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be). - To know and use the different forms of the 'to have' (has, had).</p>	<p>go (went), eat (ate), swim (swam), write (wrote)</p>
<p>Punctuation</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To leave spaces between words. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>To use capital letters for names of people, the days of the week and the personal pronoun 'I'. - To know that a proper noun is a specific name for a particular person, place or thing. - To know that a pronoun is used instead of a noun, or group of nouns.</p> <p>To use finger spaces. - To separate words with spaces of a roughly consistent size.</p> <p>To use full stops to end sentences. - To know that a full stop sits on the line and must be an appropriate size.</p> <p>To begin to identify and use question marks. -To understand that a question mark is used at the end of a sentence to show that it is a question.</p> <p>To begin to identify and use exclamation marks. - To understand that an exclamation mark is used at the end of a sentence to show sudden or strong emotion or that someone is shouting.</p>	<p>Do you feel ok Beegu? Are you sad? My favourite bit was lunch! Help me! he shouted.</p>
<p>Spelling</p>	<p>Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week Add prefixes and suffixes: Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un- . Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. Apply simple spelling rules and guidance, as listed in English Appendix 1.</p>	<p>To use their phonics knowledge (refer to phonics progression document) to segment words to spell.</p> <p>To spell year 1 common exception words.</p> <p>To spell the days of the week.</p> <p>To use letter names to distinguish between alternative spellings.</p> <p>To write dictated sentences with sounds and words learnt.</p> <p>To know that adding -s to a noun makes it plural.</p> <p>To know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural. - To know that -s or -es is added to verbs to show that he, she or it is the subject of the sentence.</p> <p>To correctly spell words with the un- prefix. - To know that when the prefix un- is added to a word it changes the meaning to be the opposite.</p> <p>To write words with the suffixes -ed and -ing, where there are no changes to the root word.</p> <p>To write words with the suffixes -er and -est, where there are no changes to the root word. - To know that -er and -est are used when comparing.</p>	<p>I love your <u>cakes</u>. The <u>foxes</u> were in the garden at night. unhappy, undo, unkind, untie, unlock played, playing, eating, jumped, jumping, painted, painting fast, faster, fastest, big, bigger, biggest, small, smaller, smallest</p>

	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.</p>	<p>To name the letters of the alphabet in order.</p> <p>To order word cards with the same first sound alphabetically.</p> <p>To use first illustrated dictionaries, available in class.</p>	
Handwriting	<p>To begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly using a tripod grip.</p> <p>To form digits 0-9.</p>	
Terminology	<p>singular, plural, punctuation, question mark, exclamation mark, tense, (regular), (irregular), (verb), (phrase)</p>		

Year 2

	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use								
Composition: planning	consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	To understand the audience and purpose for their writing. To write down ideas/keywords including new vocabulary. To plan what they are going to write about using a simple given planning tool. - To produce a flow chart to show a process or after a practical activity. To encapsulate what they want to say, sentence by sentence	Use scaffolded planning techniques as taught (see genre progression document) to record key ideas and vocabulary. Story grid <table border="1" data-bbox="2205 600 2843 793"> <tr> <td colspan="2" style="text-align: center;"><small>Key Stage 1 Genre Snippet</small></td> </tr> <tr> <td style="width: 20%;"><small>Who is my reader?</small></td> <td></td> </tr> <tr> <td><small>Why am I writing?</small></td> <td></td> </tr> <tr> <td><small>What am I writing?</small></td> <td></td> </tr> </table>	<small>Key Stage 1 Genre Snippet</small>		<small>Who is my reader?</small>		<small>Why am I writing?</small>		<small>What am I writing?</small>	
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Composition: drafting	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To write for different purposes.	To write narratives about personal experiences and those of others (real and fictional) that include these. To know that narratives include extra details to interest the reader. - To include extra details to set a scene. - To give extra details about what is happening. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To use alliteration for effect when combining adjectives with nouns. - To know that alliteration is when the same letter or sound is used at the beginning of adjacent words.	Yesterday we all went on a wonderful school trip <u>to the river</u> . We had lunch next to the river <u>on the grass and the birds were flying all around us!</u> crazy caterpillars fabulous pharaohs								
Composition: evaluate and edit	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To read aloud their writing, pausing at punctuation, as a way to check that their writing is clear. - To reread to check that their writing makes sense and that the correct tense is used throughout. To evaluate their writing with the teacher or other pupils and make additions, revisions or corrections. To reread to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark. - To edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs.									
Word structure and word class	Know and use some features of written Standard English	To use the suffixes -ness and -ment (to form nouns). To use the suffixes -ful and -less to form adjectives. - To know that a suffix is a complete group of letters added to the end of a word. - To know that adding a suffix changes the meaning of a word. To know that a subject is a person, place or thing. - To know a noun is the name of a person, place or thing. - To know that a proper noun is the name of a specific person or place and starts with a capital letter. To know that a verb is a 'doing' or 'action' word. - To understand that there are action verbs (e.g. acting, doing) and inaction verbs (being, having, liking). To use adjectives to describe and specify. - To know that an adjective describes the noun. - To know that an adjective most commonly comes before the noun in a sentence.	happiness, enjoyment playful, helpless the park vs. Richmond Park I <u>play</u> football. I <u>like</u> cheese. I <u>am</u> ten. I <u>have</u> a dog. Wesley had <u>short</u> hair. Wesley's hair was <u>short</u> .								

		<p>- To use two adjectives to describe a noun.</p> <p>- To know that when two adjectives describe a noun this is called an expanded noun phrase.</p> <p>To use -ly to turn adjectives in to adverbs for description.</p> <p>- To know that an adverb describes a verb.</p> <p>- To use adverbs that end in -ly to describe how something happens/happened.</p>	<p>slow > slowly</p> <p><u>Sadly</u> it was time to go home.</p> <p>His teacher was stomping <u>loudly</u> like a lion.</p>
Sentence structure	<p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p>	<p>To write sentences using ‘and’, ‘or’, ‘but’ to join ideas or simple sentences (co-ordination).</p> <p>- To use ‘and’ to join a simple sentence to a word, phrase or another sentence, when ideas are similar or additional.</p> <p>- To use ‘or’ to join a simple sentence to a word, phrase or another sentence, when ideas are different or a choice.</p> <p>- To use ‘but’ to join a simple sentence to a word, phrase or another sentence, when ideas are unexpected or the opposite.</p> <p>To write sentences using ‘when’, ‘if’, ‘that’, because’ to join ideas and simple sentences (subordination).</p> <p>- To know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</p> <p>- To use ‘when’ to join a simple sentence to a phrase or another sentence, when two ideas are joined in time.</p> <p>- To use ‘because’ to join a simple sentence to a phrase or another sentence, when giving a reason.</p> <p>- To use ‘if’ to join a simple sentence to a phrase or another sentence, to show that something must happen before another thing can happen.</p> <p>- To use ‘that’ to add more detail to a sentence or idea.</p> <p>To use expanded noun phrases for description and specification.</p> <p>- To know that a phrase is a small group of words, without a verb.</p> <p>To identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <p>- To know that exclamation sentences start with ‘how’ or ‘what’, and must include a verb.</p> <p>- To know that commands tell the reader to do something (instructions).</p> <p>- To know that commands start with imperative verbs.</p> <p>- To know that questions start with who, what, where, when, why, how, or a verb, e.g. are, have, can.</p> <p>- To know that questions have an answer.</p> <p>- To know that statements express a fact, idea or opinion.</p> <p>- Identify the structure of statements, exclamations, questions, commands</p> <p>- To give a simple reason why a sentence is a statement, exclamation, question or command.</p>	<p>Next we got off the ferry <u>and</u> we had our lunch by the river. I did enjoy my food <u>but</u> I wish I didn’t have carrots in my lunchbox. I had a choice of jam sandwiches <u>or</u> a sausage roll.</p> <p>Lizzie was fast asleep <u>when</u> the flood storm came.</p> <p>I don’t like getting wet <u>because</u> I don’t like my fur messed up.</p> <p>Take it out of the oven <u>if</u> it is brown on top.</p> <p>I hope <u>that</u> you write back soon.</p> <p>The <u>shiny</u> moon was getting covered up by the <u>dark</u> clouds.</p> <p>I stepped off the <u>huge, metal</u> train and I saw Hagrid.</p> <p>buttery popcorn</p> <p>What a lovely day that was! How sharp your teeth are!</p> <p>Will you be my friend? Can you please tell me the time?</p>
Text structure	<p>Use the present and past tenses correctly and consistently including the progressive form</p>	<p>To sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).</p> <p>To use past and present tense consistently.</p> <p>- Ensure accurate and consistent use of tense throughout own writing.</p> <p>To ensure subject and verbs agree when writing.</p> <p>To use present and past progressive to mark actions in progress.</p> <p>- To know that the present progressive is used to describe an ongoing action, using is / are and the suffix -ing for verbs.</p> <p>- To know that the past progressive is used to describe an ongoing action, using was / were and the suffix -ing for verbs.</p>	<p>Excitedly I <u>soared</u> through the night sky. Above me I <u>saw</u> twinkling stars. I <u>was</u> about to hit the freezing cold water but luckily my magic carpet quickly <u>turned</u>.</p> <p>Crabs <u>live</u> in rock pools. They <u>stay</u> there until the tide <u>washes</u> them back into the sea. They <u>eat</u> seaweed.</p> <p>‘They were...’ rather than: ‘They was...’</p> <p>A girl <u>is crying</u>. We <u>are going</u> to school now</p> <p>The boy <u>was eating</u>.</p>
Punctuation	<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learning the possessive apostrophe (singular)</p>	<p>To use capital letters for names of places and months of the year.</p> <p>To write questions using a question mark correctly at the end.</p> <p>- To know the question mark replaces the full stop.</p> <p>To write exclamations using an exclamation mark correctly at the end.</p> <p>- To understand that an exclamation mark is used at the end of an exclamatory sentence.</p> <p>- To understand that an exclamation mark is used at the end of words, phrases and sentences to show sudden or strong emotion (e.g. shock, anger, surprise).</p> <p>To write commands and statements and use a full stop correctly at the end.</p> <p>To use commas to separate items in a list.</p> <p>-To use the word ‘and’ before the last item in a list.</p>	<p>Will you be my friend?</p> <p>What a lovely day that was!</p> <p>Wow! You are amazing! Come here now!</p> <p>Finish your dinner.</p> <p>We saw <u>beetles, birds, flowers and trees</u> in our school garden.</p> <p>The <u>large, brown</u> dog ran along the road.</p>

		<p>- To understand that commas are used to separate adjectives in an expanded noun phrase.</p> <p>To use apostrophes to mark singular possession.</p> <ul style="list-style-type: none"> - To know that an apostrophe shows that an object belongs to a subject. - To know that when a name ends in 's', just the apostrophe is added. <p>To use apostrophes to show contractions.</p> <ul style="list-style-type: none"> - To know that when words are contracted, letters are missed out. - To know that when words are contracted, the apostrophe shows where letters are missing. - To use apostrophes to show a singular contraction with common words (in the present tense). - To use apostrophes to show a plural contraction. - To use apostrophes for contraction to show the progressive tense. - To use apostrophes for negative contractions. 	<p>The <u>cow's</u> udder James' bag</p> <p>Please <u>don't</u> shout at me. we're they're they've We <u>aren't going</u> to the beach later. I am not... > I'm not... Are we not... > Aren't we...</p>
Spelling	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning 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</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>To segment spoken words into phonemes and represent these with graphemes.</p> <p>To learn new ways for spelling phonemes for which one or more spellings are already known.</p> <p>To spell Year 2 homophones and near homophones.</p> <p>To spell Year 1 and 2 common exception words.</p> <p>To spell contracted word forms.</p> <p>To add suffixes -ment, -ness, -ful, -less, -ly.</p> <p>To write dictated sentences, using GPCs, words and punctuation learnt.</p> <p>To use the first letter to find words in a first dictionary.</p>	
Handwriting	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>To form lower-case letters of the correct size and orientation relative to one another.</p> <p>To use the diagonal and horizontal strokes needed to join letters.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To write digits of the correct size and orientation.</p>	
Terminology	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, present progressive, past progressive, (coordinating conjunction) , (main clause)</p>		

Year 3

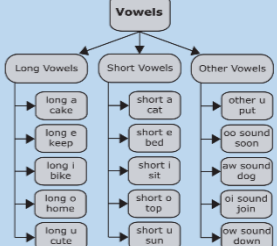
	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use								
Composition: planning	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<p>To understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar.</p> <p>To identify which structural and grammatical features are needed for each piece of writing, after discussion and modelling.</p> <ul style="list-style-type: none"> - To identify the purpose and audience for each piece of writing, after discussion and modelling. - To plan to use the identified features associated with the genre of writing <p>To use a simple given planning tool e.g. basic genre snippet, story mountain, spidergrams.</p> <ul style="list-style-type: none"> - To plan a narrative using a three-part plan to support plot development. - To use scaffolded planning to organise their writing into paragraphs around a theme. <p>To use ideas and vocabulary from their own reading and modelled examples to plan their writing, after discussion and modelling.</p> <p>To make detailed notes to explain stages of a process.</p> <p>To compose and rehearse sentences orally, including dialogue and oral rehearsal of changing notes in to sentences.</p>	<p>e.g. address the reader directly using rhetorical questions</p> <table border="1" data-bbox="2148 520 2597 747"> <tr> <td colspan="2" style="text-align: center;"><u>Lower Key Stage 2 Genre Snippet</u></td> </tr> <tr> <td style="width: 70%;">Audience - <i>Who is my reader?</i></td> <td></td> </tr> <tr> <td>Purpose - <i>Why am I writing?</i></td> <td></td> </tr> <tr> <td>Genre - <i>Which genre best suits my reason for writing and reader?</i></td> <td></td> </tr> </table>	<u>Lower Key Stage 2 Genre Snippet</u>		Audience - <i>Who is my reader?</i>		Purpose - <i>Why am I writing?</i>		Genre - <i>Which genre best suits my reason for writing and reader?</i>	
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Genre - <i>Which genre best suits my reason for writing and reader?</i>											
Composition: drafting	<p>Discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>To follow their own notes and plans.</p> <ul style="list-style-type: none"> - To include introductions/openings that set the tone for the reader. - To include conclusions/endings that refer back to the introduction/opening. - To write introductions and conclusions that directly address the reader. <p>To describe real and imaginary settings using a range of adjectives, adverbs and similes.</p> <ul style="list-style-type: none"> - To develop settings for narratives by including details relating to the five senses. <p>To describe known and imaginary characters using a range of adjectives, adverbs and similes.</p> <ul style="list-style-type: none"> - To add detail to describe a character's appearance and behaviour. <p>To identify and use appropriate tier 2 vocabulary from their reading and writing models in their own writing, after discussion and modelling.</p> <p>To write a five-stage narrative, based on a story mountain plan.</p>	<p>Her hair was as dark as the night. He swam like a fish.</p>								
Composition: evaluate and edit	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>To assess the effectiveness of their own and others' writing and suggest improvements.</p> <ul style="list-style-type: none"> - To improve a passage after they have been shown how to by an adult. - To improve a passage prepared by the teacher. - To identify what improvements need to be made to their writing. <p>To proofread and correct spelling and punctuation errors.</p> <p>To propose changes to grammar and vocabulary to improve consistency.</p> <ul style="list-style-type: none"> - To rewrite sentences to improve them, based on success criteria and feedback. 									
Word structure and word class		<p>To use noun prefixes (see spelling appendix 1).</p> <ul style="list-style-type: none"> - To know that a prefix goes before a root word and changes its meaning. <p>To use a/an according to whether the noun begins with a consonant or vowel sound.</p> <ul style="list-style-type: none"> - To know that the vowels are a, e, i, o, u. - To know that there are 21 consonant letters. - To understand that there are some words that begin with 'h' but start with a vowel sound, therefore needing 'an. <p>To identify word families related to common words, and use in context.</p> <ul style="list-style-type: none"> - To know that word families are groups of words that have a common feature, pattern or meaning. 	<p>a rock, an elephant</p> <p>an hour, an honest man</p> <p>play = playful, display, replay, played, playing, player, playfully, misplay</p>								

<p>Sentence structure</p>	<p>Express time, place and cause using: Conjunctions (when, so, because, while, before, after) Adverbs (then, next, soon, therefore) Prepositions (before, after, during, in)</p>	<p>To express time, place and cause, using conjunctions, adverbs or prepositions.</p> <ul style="list-style-type: none"> - To use adverbs to show how, when and where something happened, e.g. then, next, soon, therefore. - To know that adverbs give information about the verb. <p>- To use prepositions to give more information about where or when something is/was.</p> <ul style="list-style-type: none"> - To understand that prepositions give information describing the relationship between two things. - To know that prepositions for place give more information about where something is/was, e.g. before, after, during. - To know that prepositions for time give more information about when something happens/happened, e.g. in, behind, beside. - To use prepositions to give more information about cause, e.g. because of, due to, although. <p>- To use conjunctions to link cause and effect.</p> <p>- To know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</p> <p>To use a wider range of coordinating conjunctions, e.g. for, yet, so.</p> <p>To understand the meaning linked to coordinating conjunctions (e.g. so = link a subsequent action; and = additional action; or = offer alternatives; but = link a contradiction; for = give a reason why; yet = show contrast/opposites; nor = negative statement).</p> <p>To identify clauses in sentences.</p> <ul style="list-style-type: none"> - To know that a main clause is part of the sentence that is a complete idea, and contains a subject and verb. - To know that a subordinate clause is a part of a sentence that has a subject and a verb, but is dependent on the main clause for the full meaning. - To know that a subordinate clause begins with a subordinating conjunction. - To know that a clause is a phrase or sentence that contains a verb. - To understand that subordinate clauses can come at the start and at the end of a sentence. <p>To use a wider range of subordinate conjunctions, e.g. although, as, since.</p> <ul style="list-style-type: none"> - To use phrases linked to subordination, e.g. so that, even though. - To understand that different subordinating conjunctions have different meanings (e.g. after, as soon as, before, once, when, whenever, while = expressing time; although, even though, though, whereas = giving comparisons; because, as, since, so that = cause and effect; if, unless, even if = conditional; where, wherever = place). 	<p><u>A few minutes later</u> I started to wobble on my bike ...<u>behind me</u> I heard the sound of cars.</p> <p><u>Behind the tree</u> the boy crouched and whimpered. <u>Early that morning</u> Samuel suddenly awoke.</p> <p><u>Although many people believe that bears are vicious</u>, they are actually shy animals. Bears use their excellent sense of sight and smell <u>so they can sense danger and find food</u>.</p> <p>He stole Winnie's wand <u>so</u> she couldn't turn the robot back.</p> <p><u>When</u> it rained they went inside. or... They went inside <u>when</u> it rained.</p> <p><u>As</u> the sun set over the horizon, Amelia sighed with relief.</p> <p><u>Even though</u> rainforests are extremely important to the planet, they are still being cut down at an incredible rate.</p> <p>The large robot sat down <u>so that</u> the boy could reach his buttons.</p>
<p>Text structure</p>	<p>Begin to use paragraphs as a way to group related material</p> <p>Use heading and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>To create settings, develop characters and plots in narratives.</p> <ul style="list-style-type: none"> - To include extra details that are helpful for the reader. - To include details for interest or humour. <p>To use organisational devices and layouts.</p> <p>To use simple organisational devices, such as headings and subheadings in non-narrative.</p> <ul style="list-style-type: none"> - To use headings and subheadings accurately in non-fiction texts. <p>To use paragraphs to group related sentences.</p> <ul style="list-style-type: none"> - To use facts, provided by the teacher, to group related material in to paragraphs. - To organise ideas in to paragraphs with each paragraph making a different point. - To organise ideas into paragraphs that are sequenced in a logical way. - To understand that a new paragraph is needed in narrative when there is a change of time, setting, theme or character. - To understand that a new paragraph is needed in non-fiction when there is a change of focus or time. - To know, that in non-fiction several paragraphs can be grouped under one subheading. <p>To use present perfect form of verbs instead of simple past.</p> <ul style="list-style-type: none"> - To know that the present perfect is used to show something has happened, using have or has with the past tense of the verb (past participle form). <p>To use past progressive to mark actions in progress.</p> <ul style="list-style-type: none"> - To maintain the correct tense throughout a piece of writing with accurate subject/verb agreement. 	<p>We <u>have researched</u> healthy foods. Mark has eaten cake.</p> <p>David <u>was napping</u> while the fire began to spread.</p>

<p>Punctuation</p>	<p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>To use apostrophes for regular plural possession.</p> <ul style="list-style-type: none"> - To know that where there is singular possession but the word ends in 's', then just the apostrophe is added. <p>To use inverted commas to punctuate direct speech.</p> <p>- To identify speech, and inverted commas, within a passage of text.</p> <ul style="list-style-type: none"> - To know that inverted commas indicate where direct speech begins and ends in a sentence. - To know that direct speech is when the exact words spoken are written down, within inverted commas. 	<p>the girls' jumpers the foxes' tails</p> <p>"You have such a wonderful home," Lady Florence stated. <u>"You'll never guess what I've just seen!"</u> said Sam, excitedly.</p>
<p>Spelling</p>	<p>spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3)</p> <p>spell further homophones (see appendix for which in Year 3)</p> <p>spell words that are often misspelt (see appendix for which in Year 3)</p> <p>write from memory simple dictated sentences, including Y3 taught words and punctuation</p> <p>Use the first two letters of a word to check its spelling in a dictionary</p>	<p>To spell using prefixes and suffixes correctly, understanding how to add them (e.g. un, dis, mis, re, ment, ness, ful, ly) including suffixes where the root word has to change (e.g. double consonant rule). (See appendix for Year 3 content).</p> <p>To spell further homophones (see appendix for Year 3 content).</p> <p>To spell words that are often misspelt (see appendix for Year 3 content).</p> <p>To write from memory simple dictated sentences, including Year 3 taught words and punctuation.</p> <p>To spell some of the Y3/4 words correctly</p> <p>To use the first 2 letters to find words in a junior dictionary.</p> <p>To use a first thesaurus.</p> <ul style="list-style-type: none"> - To understand that different words can have similar meanings (<i>synonyms</i>). 	
<p>Handwriting</p>	<p>Use diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency of their handwriting</p>	<p>To always use the diagonal and horizontal strokes that are needed to join letters.</p> <p>To ensure down strokes of letters are parallel and equidistant.</p> <p>To ensure lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch.</p> <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <ul style="list-style-type: none"> - To know which letters, when next to each other, are best left unjoined (e.g. b, p, g, q, y, j, x, z). 	
<p>Terminology</p>	<p>preposition, conjunction, word family, prefix, (main) clause, subordinate clause, direct speech, inverted commas (speech marks), consonant, consonant letter vowel, vowel letter, paragraph, present perfect, heading, sub-heading,</p>		

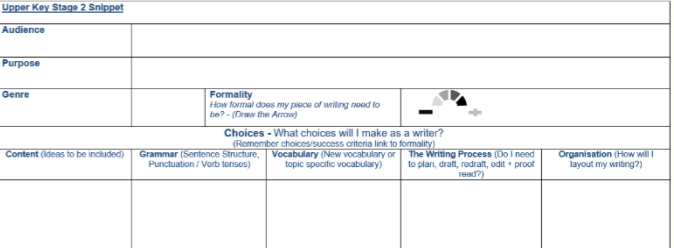
Year 4

	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<p>To identify independently what can be learnt from the structure, vocabulary and grammar of writing similar to that which they are planning to write.</p> <ul style="list-style-type: none"> - To use ideas from their own reading and modelled examples to plan their writing. - To identify the purpose and audience for each piece of writing. - To identify in their planning which features and sentence structures are needed to make their writing successful for both fiction and non-fiction texts. - To identify which structural and grammatical features are needed for each piece of writing, based on prior learning and model texts. <p>To find, identify and draw on examples of how authors have developed characters and settings when planning narratives.</p> <p>To use a wider variety of planning tools linked to genre.</p> <p>To rehearse dialogue.</p>	post- it planning for paragraphing
Composition: drafting	Discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<p>To select appropriate vocabulary from planning, understanding how choices can change and enhance meaning.</p> <ul style="list-style-type: none"> - To identify and use appropriate tier 2 vocabulary from their reading and writing models in their own writing. - To make deliberate ambitious word choices to add detail and interest. <p>To use similes and metaphors appropriately.</p> <ul style="list-style-type: none"> -To know that a simile is when a thing is compared to something else, using like or as. -To know that a metaphor is when something is compared to another thing, that it is not normally related or compared to, often using is/are/were. <p>To write a story in which a plot is developed. To write a range of narratives that are well structured and well-paced.</p> <p>To write non-fiction texts using a wider range of organisational devices and layouts.</p>	That afternoon, <u>the sun shone like a firework</u> . As he walked home sadly, <u>his feet were heavy lumps of clay</u>
Composition: evaluate and edit	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	<p>To proof read to check for spelling and punctuation errors, more than once - as the writing develops</p> <ul style="list-style-type: none"> - To proof read to check for incorrect verb inflections linked to Standard English. <p>To propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun, in their own and others' writing.</p> <ul style="list-style-type: none"> - To discuss and propose changes, with a focus on audience and purpose. - To use peer and self-assessment to proof read accurately, correct errors in spelling and punctuation. - To edit work by changing nouns or pronouns for clarity and cohesion. <p>To redraft writing by changing sentence structures to add interest and meet the success criteria.</p> <p>To use the given success criteria independently to identify what improvements need to be made to their writing.</p>	use of 'was' and 'were'
Word structure and word class		<p>To understand the difference between plural and possessive 's'.</p> <p>To understand that difference between standard English forms of verb inflections, compared to local spoken form (e.g. was/were, done/did, ain't/am not/is not, gonna/going to), and use in context.</p> <ul style="list-style-type: none"> - To always use Standard English verb inflections accurately. <p>To identify, select and effectively use pronouns.</p> <ul style="list-style-type: none"> - To know that a pronoun can be used to replace a noun in a sentence. - To know that possessive pronouns show when something belongs to someone. <p>To know that 'the', 'a' and 'an' are determiners.</p> <ul style="list-style-type: none"> - To know that a determiner comes before a noun or an adjective (within a noun phrase). - To use 'a' or 'an' correctly throughout a piece of writing. - To know that when the initial sound of a noun is a vowel sound (see table of examples to include long, short and other vowel sounds), the determiner to use is 'an'. - To know that when the initial sound of a noun is a consonant sound, the determiner to use is 'a'. 	<p>'we were' rather than 'we was' and 'I did' rather than 'I done'</p> <p>The bus was running late. <u>It</u> had been delayed at the depot. Mary picked up <u>her</u> bag. ...instead of... Mary picked up Mary's bag. (possessive pronoun)</p> <p>an <u>e</u>lephant, an <u>h</u>our a <u>t</u>ent an <u>o</u>pen box a <u>t</u>asty apple</p>

		<ul style="list-style-type: none"> - To know that when the initial sound of an adjective (within a noun phrase) is a vowel sound, the determiner is 'an'. - To know that when the initial sound of an adjective (within a noun phrase) is a consonant sound, the determiner is 'a'. 	
Sentence structure	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p>	<p>To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</p> <ul style="list-style-type: none"> - To explore, identify, collect and use noun phrases. - To use nouns for precision. <p>To use fronted adverbials.</p> <ul style="list-style-type: none"> - To know that an adverbial phrase tells the reader about the time, reason, manner or place in which something happened. - To know that a fronted adverbial is an adverbial phrase at the start of a sentence and needs a comma to separate it from the main clause. - To use fronted adverbials to link ideas across paragraphs. <p>To use subordinate clauses at the start and end of sentences.</p> <ul style="list-style-type: none"> - To use a wider range of subordinate conjunctions including even though, since, unless, until, while. - To use different sentence structures, orally composing alternatives and selecting from these according to the effect created. <p>To give more detail about what a character is doing while speaking.</p>	<p><u>the heroic soldier with an unbreakable spirit</u> Fran was particularly fond of <u>the magical folk from up in the tree.</u> <u>burglar</u> rather than man <u>bungalow</u> rather than house</p> <p><u>Patiently waiting by the harbour</u>, the people gazed at the horizon. Back at the bakery...</p> <p><u>Later that day</u>, I heard the bad news. or... I heard the bad news <u>later that day.</u> I was still hungry <u>even though I had eaten all of my dinner.</u></p> <p>"Yes," she cried, <u>waving her arms in the air.</u></p>
Text structure	<p>using paragraphs to organise ideas around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Appropriate use of pronoun and noun within and across sentences, to aid cohesion and avoid repetition.</p>	<p>To identify structure, suitable for the given audience and purpose.</p> <ul style="list-style-type: none"> - To always maintain an accurate tense throughout a piece of writing. - To use the present perfect form of verbs in contrast to the past tense <p>To select appropriate simple organisational devices in non-narrative.</p> <ul style="list-style-type: none"> - To understand that the structure of a paragraph, within non-fiction, is often based upon a series of introductory topic sentences, followed by supporting sentences and ending in concluding sentences. <p>To use paragraphs to organise ideas around a theme.</p> <ul style="list-style-type: none"> - To consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. - To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. - To understand that a new paragraph is needed in narrative when there is a change of time, setting, theme or character. - To start a new paragraph when a new speaker says something. - To understand that a new paragraph is needed in non-fiction when there is a change of focus or time. 	<p>he, she, they, it</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Place the possessive apostrophe accurately in words with irregular plurals</p> <p>Use of commas after fronted adverbials</p>	<p>To use other punctuation to indicate direct speech.</p> <ul style="list-style-type: none"> - To use inverted commas at the start and end of direct speech. - To always begin direct speech with a capital letter. - To include all end punctuation within the inverted commas. - To use a comma to separate the reporting clause. - To use punctuation after direct speech to separate details about what a character is doing. - To know that indirect speech (reported speech) is when you say / summarise what another is saying rather than quoting it exactly. - To know indirect speech does not require inverted commas. <p>To use apostrophes for irregular plural possession.</p> <ul style="list-style-type: none"> - To consistently use apostrophes for singular and plural possession. - To know that an apostrophe can be used before and after the 's' when showing plural possession. - To know that where a word ends in an 's' already, only the apostrophe is required (not an additional s). <p>- To proofread and correct misplaced apostrophes when used as a plural.</p> <p>To use a comma to mark fronted adverbials.</p> <ul style="list-style-type: none"> - To use a comma after a subordinate clause at the start of a sentence - To know that a comma is used to separate clauses. 	<p>"How are you feeling this morning?" Robbie quietly asked his sister.</p> <p>"That's a wrap!" cheered the producer.</p> <p>The conductor shouted, "Sit down!"</p> <p>The conductor told people to sit down.</p> <p>children's jumpers geese's beaks people's opinions</p> <p>the knives' handles the quizzes' questions</p> <p><u>When it rained</u>, they all went inside.</p>

Spelling	<p>spell using further prefixes and suffixes correctly, understanding how to add them</p> <p>spell further homophones</p> <p>spell words that are often misspelt</p> <p>write from memory simple dictated sentences</p> <p>Use the first three letters of a word to check its spelling in a dictionary</p>	<p>To spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for Year 4 content).</p> <p>To spell further homophones (see appendix for Year 4 content).</p> <p>To spell words that are often misspelt (see appendix for Year 4 content).</p> <p>To write from memory simple dictated sentences, including Year 4 taught words and punctuation.</p> <p>To use the first 3 letters to find words in a junior dictionary.</p> <p>To use a junior thesaurus. - To understand that different words can have opposite meanings (<i>antonyms</i>).</p>	
Handwriting	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</p> <p>To understand which letters, when adjacent to one another, are best left unjoined.</p>	
Terminology	determiner, pronoun, possessive pronoun, adverbial, reporting clause, formal, informal, expanded noun phrase		

Year 5

	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>To plan and select the appropriate form suited to the given audience and purpose.</p> <ul style="list-style-type: none"> - To plan their writing by using other similar writing as models for their own. - To understand that some writing will have more than one purpose. <p>To note and develop initial ideas, drawing on reading of other authors, and research.</p> <ul style="list-style-type: none"> - To examine how authors develop characters in books' <p>To decide on the most efficient planning tools/methods to use.</p> <ul style="list-style-type: none"> - To develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	 <p>boxing up a non-fiction text, chunking a known fiction text</p>
Composition: drafting	<p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader 	<p>To select appropriate grammar, understanding how choices can change and enhance meaning.</p> <ul style="list-style-type: none"> - To create detailed descriptions of settings, characters and plot in narratives to engage the reader and to add atmosphere. - To show characterisation through the use of description and dialogue. - To blend action, dialogue and description within and across paragraphs. - To suggest that something is going to happen over a series of sentences or paragraphs. <p>To write non-fiction texts using a wider range of organisational devices and layouts.</p> <p>To use personification to give a non-living object human characteristics to describe it.</p> <p>To use hyperbole to exaggerate for a purpose, such as emphasis or humour.</p> <p>To identify and use interesting and ambitious tier two and three words, in their own writing, from across the curriculum and from independent reading.</p>	<p>Thousands of small, yellow stars <u>winked at me</u>.</p> <p>The walk was <u>a million miles long</u>. The shopping bags <u>weighed a ton</u>.</p> <p>Liquid and food passes through the <u>oesophagus</u>, which is a long, thin, and muscular tube.</p>
Composition: evaluate and edit	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register To proofread for spelling and punctuation errors. 	<p>To ensure consistent and correct use of tense.</p> <p>To ensure correct subject verb agreement.</p> <p>To proof read throughout the writing process to check for spelling and punctuation errors.</p> <p>To propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing.</p> <ul style="list-style-type: none"> - To self-assess their writing by identifying if it is effective for the purpose and audience identified. - To edit their work to make changes to the vocabulary or grammar, ensuring clarity for the reader. - To redraft their work to make changes to the structure, ensuring clarity for the reader. 	
Word structure and word class		<p>To convert nouns or adjectives to verbs using suffixes.</p> <p>To use verb prefixes.</p> <ul style="list-style-type: none"> - To understand that verb prefixes can be used to make antonyms. <p>To identify further differences between standard English forms of verb inflections, compared to local spoken form and use in context.</p> <p>To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch, e.g. sadness, fear, desire, trust, childhood.</p>	<p>legal > illegal construct > deconstruct</p> <p>would have/would of, I was sitting/I was sat, I was standing/I was stood</p>

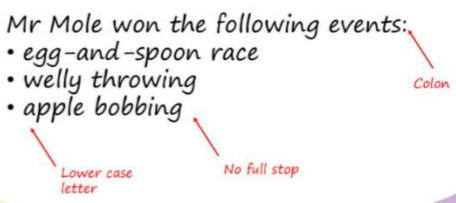
<p>Sentence structure</p>	<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>To use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.</p> <ul style="list-style-type: none"> - To use relative clauses, that have an omitted relative pronoun. - To understand that a relative clause adds further information about the subject of the sentence. - To know that a relative clause is a type of subordinate clause. - To use relative clauses both at the end of sentences and embedded within. - To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). - To understand that who is used for people and names; which/that are used for things and animals; where is used for place; when is used for time; whose is used for possession. - To understand that ‘which’ is used for adding non-essential/non-defining information, whereas ‘that’ is used for explaining a particular detail. <p>To create and punctuate complex sentences using –ed openings.</p> <p>To indicate degrees of possibility with adverbs and modal verbs.</p> <ul style="list-style-type: none"> - To know that adverbs can be used to indicate degrees of possibility linked to the verb. - To understand that modal verbs indicate likelihood or possibility. - To understand that could of/should of/would of is a common misspelling of could have/should have/would have. 	<p>I don't like the girl <u>who lives next door to me</u>. Professor Scriffle, <u>a famous inventor</u>, had made a new discovery. The girl, <u>who lives next door to me</u>, is very unkind.</p> <p>The mouse, whose tail was thin and wiry, scampered across the floorboards.</p> <p>My bike, which is damaged, was lent against the ragged fence. My bike, that is damaged, was lent against the ragged fence. <i>(This specifies the particular bike that is damaged out of a group of bikes.)</i></p> <p><u>Exhausted from the race</u>, Sam collapsed in a heap.</p> <p>The sky turned dark so <u>surely</u> it was going to rain. Sophie <u>should</u> have made the jump but she slipped. He could have caught the ball. > He could've caught the ball.</p>
<p>Text structure</p>	<p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>To integrate dialogue to convey character and advance the action, in narrative.</p> <ul style="list-style-type: none"> - To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. - To regularly use dialogue in narrative to convey character. - To use contracted forms in dialogue, within narrative, to show character. <p>To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining.</p> <ul style="list-style-type: none"> - Use bullet points to list single items. - Use underlining to identify headings, subheadings and key vocabulary. <p>To build cohesion within and across paragraphs using conjunctions and tense choice.</p> <ul style="list-style-type: none"> - To ensure the consistent and correct use of tense throughout a piece of writing. <p>To build cohesion within and across paragraphs using adverbials of time, adverbials of place and adverbials of number.</p> <ul style="list-style-type: none"> -To know cohesion is when a piece of text has consistency (e.g. tense) and devices are used to link points to one another. -To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion: -including time adverbials. -including place adverbials. -including adverbials of number. 	<p>later, after nearby, within secondly, lastly</p>
<p>Punctuation</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>To use commas to clarify meaning and avoid ambiguity.</p> <ul style="list-style-type: none"> -To know that ambiguity is when the meaning of something is not clear - To use commas to demarcate complex sentences and clarify meaning. <p>To know that parentheses are used to add extra information in to a sentence.</p> <ul style="list-style-type: none"> - To understand that parenthesis gives additional details about the topic and interrupts the natural flow of the sentence. - To understand that when a parenthesis is removed, the sentence still makes sense on its own. <p>To use brackets to indicate parenthesis.</p> <ul style="list-style-type: none"> - To know that brackets always come in pairs. <p>To use dashes to indicate parenthesis.</p> <ul style="list-style-type: none"> - To understand that dashes are used in less formal writing. <p>To use commas to indicate parenthesis.</p> <ul style="list-style-type: none"> - To know that commas are used to show where a relative clause starts and ends. - To understand that commas may not be used around ‘essential’ additional information that you do not want the reader to omit. <p>To use correct punctuation and text structure when adding the listener’s reaction to direct speech.</p>	<p>Let’s eat Grandma. and... Let’s eat, Grandma.</p> <p>The cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Amy (age 7) reported that the whale was enormous.</p> <p>The cake was lovely – delicious in fact – so I had another slice.</p> <p>Boris Johnson, the Prime Minister, arrived at 10 Downing Street. The house, lonely and abandoned, teetered on the edge of a cliff.</p> <p>“Look out, Paul!” yelled James, waving his arms frantically. Paul gasped in surprise, “Oh no!”</p>
<p>Spelling</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>To spell using further prefixes and suffixes understanding how to add them (see appendix for Year 5 content).</p> <p>To distinguish between Year 5 homophones and other words that are often confused (see appendix for Year 5 content).</p>	

	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use the first four letters of a word to check spelling</p> <p>Use a thesaurus</p>	<p>To independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically.</p> <p>To use the first 4 letters to find words in a standard dictionary.</p> <p>To use a thesaurus.</p> <p>- To use a thesaurus to select appropriate synonyms to enhance meaning.</p>	<p>ugly > beastly, unpleasant looking</p>
Handwriting	<p>Pupils should be taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task.</p>	<p>To increase speed when writing legibly and fluently.</p> <p>- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> <p>To decide whether or not to join specific letters.</p> <p>- To make decisions about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	
Terminology	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, rhetorical question, (cohesive device)</p>		

Year 6

	National Curriculum Statements	Teaching Points (Key Learning Points in bold)	Examples of this in use
Composition: planning	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>To independently identify audience and purpose while planning, deciding appropriate form and register.</p> <p>To independently identify compositional skills required linked to genre.</p> <p>To plan development of characters and setting to fit purpose and context when writing narratives.</p> <ul style="list-style-type: none"> - To use a range of planning devices, applying the most suitable depending on purpose and audience of writing. - To note down and develop initial ideas, drawing on reading and research where necessary. - To identify, from reading, specific devices that authors use to create and describe characters and settings. - To use these devices explicitly in their own narrative writing, including literary language, characterisation and structure. 	<p>Identifying the use of short sentences to build tension or the use of metaphors and personification to create atmosphere.</p>
Composition: drafting	<p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader 	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <ul style="list-style-type: none"> - To select and discuss appropriate register for formal and informal purposes. - To explore, collect and use vocabulary typical of formal and informal speech and writing. <p>To precis longer paragraphs.</p> <ul style="list-style-type: none"> - To produce a summary of a text or speech. <p>To blend action and dialogue within sentences and across paragraphs in order to convey character and advance the action.</p> <p>To choose from a range of figurative language devices to enhance description.</p> <p>To identify and use ambitious and varied tier-two words from class discussions and from independent reading.</p>	<p>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. “Just ‘cos you don’t believe in anything ‘cept motorbikes and football and all that rubbish, don’t mean I have to as well.”</p>
Composition: evaluate and edit	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>To proof read to check for spelling and punctuation errors, independently, and appropriate to task.</p> <ul style="list-style-type: none"> - To habitually proof read for spelling and punctuation errors, throughout the writing process. - To proofread work to precis longer passages by removing unnecessary repetition or irrelevant details. <p>To propose changes to distinguish between the language of speech and writing, choosing the appropriate register in their own writing and others’.</p> <ul style="list-style-type: none"> - To self and peer assess their writing by identifying if it is effective for the given purpose and audience. <p>To adapt and refine grammar and vocabulary choices to enhance meaning.</p> <ul style="list-style-type: none"> - To edit and make changes to vocabulary, grammar and punctuation to enhance the effect on the reader and clarify meaning. 	
Word structure and word class		<p>To understand the difference between vocabulary for informal speech and formal speech and writing, and use this in context.</p> <ul style="list-style-type: none"> - To explore the effect of more formal vocabulary and sentence structures by comparing statements. <p>To understand how words are related by meaning as synonyms and antonyms, and use them in context.</p> <ul style="list-style-type: none"> - To know that a synonym is a word that means the same as another word. - To know that an antonym is a word that means the opposite of another word. <p>To identify the subject and object of a sentence.</p> <ul style="list-style-type: none"> - To understand how the subject and object of a sentence can be manipulated when writing in the passive voice. - To know that a collective noun is the term used to show a group of something. 	<p>We’ll have cakes and drinks. (<i>informal</i>); Refreshments will be provided. (<i>formal</i>)</p> <p><u>David Beckham</u> (<i>subject</i>) always excelled at <u>football</u> (<i>object</i>). a flock of sheep, a family, a team, a murder of crows</p>

<p>Sentence structure</p>	<p>Identify the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, such as the use of question tags or the use of subjunctive forms</p> <p>Use passive voice to affect the presentation of information in a sentence</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires. - To deliberately select clause structures that enhance meaning.</p> <p>To use passive voice to affect the presentation of information in a sentence. - To know that, with passive voice, the subject is acted upon by the verb, often using 'by'. - To understand that the passive voice is used to enhance effect. - To understand that the passive voice is more informal and is used to hide meaning. - To know that, with active voice, the subject is typically the person or thing performing the action. - To understand that the active voice is used to make the meaning clear.</p> <p>To show the difference between formal structures and informal structures, through the use of question tags and subjunctive form. - To understand that there is a scale of formality. - To use question tags within informal speech. - To use the subjunctive to express what could or should happen in a more formal way, focusing on 'wish' and 'if' clauses, often using 'were' and a range of modal verbs. - To understand that the subjunctive form is often used within archaic phrases.</p> <p>- To distinguish between the language of speech and writing and to choose the appropriate level of formality. - To understand that interrupted (broken) speech can be used to show when a character's dialogue is interrupted.</p> <p>To know that the different types of determiners are articles, possessives, quantifiers and demonstratives.</p>	<p>The meal was made by the chef. The gun was fired.</p> <p>The chef made the meal. Danny fired the gun.</p> <p>"You've seen this film, <u>haven't you?</u>" "If I <u>were you</u>, I would think about your decision carefully." <u>Were they more mature</u>, I would have let them go to the shops alone. I would recommend that he attend. Lest we forget. God save the Queen.</p> <p>"Look over there," she said, pointing to the corner, "over by the bookshelves."</p> <div data-bbox="2258 695 2772 831" style="border: 1px solid black; padding: 5px;"> <p>articles a boy, an orange, the cat demonstratives this apple, that car, these shops, those girls possessives his hat, her homework, my book, their house quantifiers some rice, each word, every box numbers one chair, two men, three dogs question words which bag, what letter, whose computer</p> </div>
<p>Text structure</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables] to structure text</p>	<p>To select methods to describe settings, characters and atmosphere, and integrate dialogue, across the full range of narratives. - To regularly use dialogue to convey a character and to advance the action.</p> <p>To choose cohesive devices to build cohesion within and across paragraphs. - To link ideas by repeating words, phrases or sentence structures. - To consistently link ideas within paragraphs using adverbials and conjunctions to provide cohesion. - To consistently link ideas within paragraphs using synonyms and pronouns to build cohesion. - To link ideas across paragraphs using ellipsis. - To ensure the consistent and correct use of tense throughout a range of pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>To select appropriate organisational and presentational devices for effect, to structure text and guide the reader. - To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To consistently use a range of tenses, showing assured control. -To use the perfect form of verbs to mark relationships of time and cause. - To know that the past perfect is used to show something has finished happening, using 'had' with the past tense of the verb (past participle form). - To understand that the past perfect is most often used within narratives. <i>* Also, refer back to Y3 for present perfect.</i></p>	<p><u>Only yesterday</u> he had promised to be good. <u>Only yesterday</u> he had promised to never lie. On the other hand..., In contrast..., As a consequence... <i>Animals</i>: creatures, beasts, species, wildlife, mammals, they I knew I had seen him somewhere before...</p> <p>headings, columns, bullet points, underlining, tables</p> <p>Julie <u>had travelled</u> for miles before she finally reached her destination.</p>
<p>Punctuation</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>Use semi-colons within lists</p> <p>punctuating bullet points consistently when listing information</p> <p>using hyphens to avoid ambiguity</p>	<p>To use semi-colons, colons and dashes to mark clauses: - To understand that you do not capitalise the first word after a semi-colon, colon or dash, unless the word is a proper noun.</p> <p>To use semi-colons accurately between two clauses. -To know that a semi-colon should only follow an independent clause when joining two clauses. -To know that a semicolon is used to join two related/linked clauses and it can be used in place of a comma or a coordinating conjunction (and, but, or, nor, for, so, yet).</p> <p>To use colons accurately between two clauses. -To know that a colon should only follow an independent clause. - To know that a colon is used to link clauses and that the second clause adds additional information to the first clause (e.g. the second clause explains why - the colon can replace the conjunction because).</p> <p>To use a dash accurately between two clauses -To know that a dash can be used to link an independent clause with another independent clause, a subordinate clause, a phrase or a word. -To know that a dash can be used to interrupt or extend an idea.</p>	<p>His voice was too soft; we couldn't hear him.</p> <p>I'm feeling sick today: I have a headache.</p> <p>I was glad to be home – until I saw the letter waiting for me. There is only one thing that would improve this – trust.</p> <p>It depends on the truth – it always has.</p>

		<p>To use a colon to introduce a list. -To know that a colon can be used to introduce a list, if the list comes after an independent clause.</p> <p>To use bullet points to list information. -To punctuate bullet points accurately by consistently starting new points with either a capital letter or a lower-case letter. -To punctuate bullet points accurately by consistently ending bullet points, that are sentences, with a full stop.</p> <p>To use a semicolon within lists where more information is included. -To know that semi-colons can help to simplify lists by showing which items are grouped together.</p> <p>To use a hyphen to avoid ambiguity. - To know that hyphens are used to join words, in order to create a compound word.</p> <p>To use ellipsis. - To use ellipsis within speech to show an extended pause, a hesitation or an incomplete thought (omission). - To know that ellipsis is a set of three dots.</p> <p>To accurately and consistently punctuate speech when the speaker is before, after or in the middle of direct speech.</p>	<p>There are three things every dog needs: food, water and care.</p>  <p>Things you will need to consider when you choose a bedtime story: the age of the child; their likes and dislikes; how long you want to read for.</p> <p>You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.</p> <p>Man eating shark versus <u>man-eating</u> shark, or recover versus re-cover. Mr and Mrs Burton-White</p> <p>“How are you feeling? I’m not sure if I...” stammered Tom. Weeks later... I finally heard from them.</p> <p>Sam cheered, “So, let’s go!” “So, let’s go!” cheered Sam. “So...” cheered Sam, “Let’s go!”</p>
Spelling	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell words with silent letters</p> <p>Use knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically</p> <p>Use the letters at the start of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus</p>	<p>To spell using further prefixes and suffixes understanding how to add them (see appendix for Year 6 content).</p> <p>To distinguish between Year 6 homophones and other words that are often confused (see appendix for Year 6 content).</p> <p>To spell words with silent letters.</p> <p>To use knowledge of a word’s origin to support spelling.</p> <p>To use a standard dictionary to check the spelling and meaning of words.</p>	<p>Greek: aer (air), Greek: -logia (ology – study of), Latin: insul (island)</p>
Handwriting	<p>Pupils should be taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task.</p>	<p>To choose which shape of letter to use when given choices.</p> <p>- To choose the writing implement that is best suited for a task. - To decide whether or not to join specific letters. - To recognise when to use a non-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form, headlines).</p>	
Terminology	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, (independent clause), (dependent clause), subjunctive		