

<b>EYFS</b>		
<p>Development Matters: Birth to Three</p> <ul style="list-style-type: none"> <li>Choose to draw freely</li> <li>Give some meaning to drawings and marks made</li> <li>Develop fine motor control – threading, building structures and models, completing inset jigsaws, manipulating dough to make snakes and balls</li> </ul>	<p>In FS1 Pupils know:</p> <ul style="list-style-type: none"> <li>To add meaning to marks made</li> <li>That print has representation</li> <li>How to draw a person with head, legs and body</li> <li>To hold a pencil using a conventional grip</li> <li>To make marks using a variety of tools both indoors and out – large brushes, water, chalk, ribbons, streamers, pens, pencils, crayons</li> <li>To talk about and explain the marks they are making to others</li> <li>To track text from left-to-right</li> <li>How to use one-handed tools i.e. making snips in paper with scissors, using a glue spreader</li> <li>How to copy some letters correctly</li> <li>How to write some letters independently</li> <li>How to write some or all of their name</li> <li>The language of direction – up, down, round, back</li> <li>How use different manipulation techniques in ‘Dough Discos’ sessions – prod, twist, roll, squeeze, finger, pat, flatten, pull, stretch</li> <li>How to sit using good posture on the carpet and when seated at a table</li> </ul>	<p>In FS1 Pupils can:</p> <ul style="list-style-type: none"> <li>Engage in a variety of mark making activities, providing meaning for the marks they have made</li> <li>Write some or all of their name</li> <li>Write some letters with the correct sequence of movements</li> </ul>
<p>FS1 Vocabulary:</p>	<p>Mark Making: draw, make marks, large brushes, thin brushes, water, ribbons, chalk, pens, pencils, chalk, grip hold, letter, scissors, snip, word, tools, name, capital letter, bottoms back, feet flat, comfortable, explain, give meaning, discuss</p> <p>Directional language – beginning, end, middle, top, bottom, up, down, round, back, start, finish</p> <p>Manipulation - prod, twist, roll, squeeze, finger, pat, flatten, pull, stretch</p>	
<p>Ready to progress from the end of FS1</p> <ul style="list-style-type: none"> <li>Write some letters accurately</li> <li>Write some or all of their name</li> <li>Show a preference for a dominant hand</li> <li>Use a comfortable grip with good control when using pens and pencils</li> </ul>	<p>In FS2 Pupils know:</p> <ul style="list-style-type: none"> <li>The formation for lower-case and capital letters</li> <li>Hold to hold a pencil using the tripod grip</li> <li>How to write letters to correspond with sounds heard</li> <li>To know spaces should be left between words</li> <li>To use their knowledge of letter-sound correspondences when writing</li> <li>To know word order effects meaning</li> <li>To re-read what they have written to check that it makes sense.</li> <li>Right write sitting includes bottom back, feet flat</li> <li>To write in all areas, both indoors and out</li> <li>To plan what they want to write ahead of writing</li> <li>To discuss and explain their writing to others</li> <li>Words begin with the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case and upper case letters correctly when writing, starting and finishing in the right place</li> <li>Hold a pencil using the tripod grip</li> <li>Apply phonic skills when writing</li> <li>Hold a sentence ahead of writing</li> <li>Write a simple sentence which can be read by themselves and others</li> </ul>
<p>FS2 Vocabulary</p>	<p>New language: Letter, pencil, formation, capital, read, check, makes sense, talk, plan, sentence, word, letter, sound out, phonics, full stop, finger space, hold, grip, tripod grip, posture, phonics, special friends</p>	
<p>In EYFS, writing is closely linked to the other curriculum areas, most notably Physical Development and Communication and Language. We prepare children for writing by working on their gross and fine motor skills, leading to being able to sit correctly at a table, holding a pencil comfortably. We provide plenty of mark-making opportunities both indoors and out, which is both child initiated and adult led / supported. We place a large emphasis on ‘talk for writing’ to develop vocabulary and to add meaning to the task at hand. Staff model talk, language and writing in all areas of the provision in order to add meaning, purpose and engagement.</p>		

Year 1				
Ready to progress from the end of FS2	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Hold a pencil effectively, preferably using the tripod grip</li> <li>Write recognisable letters most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sound with a letter or letters</li> <li>Write simple phrases and sentences which can be read by themselves and others</li> <li>Hold a sentence in their head before writing .</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>That suffixes can be added to verbs where no change is needed in the spelling of the root word e.g. helping, helped, helper (er, ing, ed)</li> <li>To add the suffixes –s</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>That suffixes can be added to verbs where no change is needed in the spelling of the root word : ed which is usually past tense of a word</li> <li>The prefix <i>un-</i> changes the meaning of verbs and adjectives e.g. <i>unkind, untie</i></li> <li>The names of the letters in alphabetical order</li> <li>The days of the week and how to spell these.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>To add the suffixes <i>es</i> i.e witch/witches and the effects of these on the meaning of words</li> <li>Each of the 40+ phonemes taught</li> <li>The year 1 common exception words.</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Words are separated by spaces</li> <li>A written sentence always begins with a capital letter</li> <li>A written sentence usually ends with a full stop</li> <li>The personal pronoun ‘I’ need a capital letter</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>We can use ‘and’ in the place of a full stop to join two independent clauses. This joining word is a conjunction.</li> <li>Sometimes we can use and or then in place of a full stop. These joining words are called conjunctions</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Letters make sounds and have letter names</li> <li>Names of people, places, days of the week and the personal pronoun need a capital letter</li> <li>Adjectives are used to describe shape, colour and size</li> <li>An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</li> <li>A written exclamation ends with an exclamation mark instead of a full stop.</li> <li>A written sentence always begins with a capital letter and ends with a full stop, question mark and exclamation mark.</li> <li>An exclamation mark is used to express a strong emotion</li> <li>A question mark is a piece of punctuation used to express a question</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Saying a sentence out loud and holding it in their head helps make sure what they write makes sense</li> <li>That discussing their writing, using key vocabulary, can help with their ideas for writing</li> <li>sentence is a set of words that mean something.</li> <li>A sentence says something about someone or about a thing.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>A series of sentences in sequence can tell a story, recount events or convey information</li> <li>Re-reading their writing can help them to identify errors, edit and improve their work</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>To know that verbs forms change when talking about past, present or future events.</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>How to sit correctly at a table they should put bum back in chair and tummy near table</li> <li>How to hold a pencil using tripod grip</li> <li>Upper and lower case letters are formed differently</li> <li>How to form digits 0-9.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Letters belong to handwriting ‘families’. E.G letters that are formed in similar ways</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Ascenders are tall letters and descenders are long letter</li> </ul>
	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Add the suffix <i>ing</i> when there is no change to the root word</li> <li>Add the suffix <i>s</i> when there is no change to the root word</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Add the prefix <i>un</i> to words</li> <li>Adding the suffix <i>ed</i></li> <li>Name the letter of the alphabet in order</li> <li><b>Know and spell the days of the week</b></li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>add the suffixes <i>es</i> to words i.e witch/witches</li> <li>adding the suffix <i>er</i> when there is no change to the root word</li> <li><b>Spell words choosing plausible graphemes from the 44 phonemes taught</b></li> <li><b>Spell most of the year 1 common exception words.</b></li> </ul>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li><b>Leave spaces between words</b></li> <li><b>To punctuate a sentence independently with a capital letter and full stop mostly correct (through hold a sentence)</b></li> <li><b>Use a capital letter for the personal pronoun I</b></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li><b>Join words and clauses using ‘and’</b></li> <li>Edit own writing and check for the use of the punctuation taught: capital letters, full stops.</li> <li><b>Use a capital letter for names of people and the personal pronoun ‘I’</b></li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Know letter names and the sound they make</li> <li>Begin to punctuate sentences with a question mark and exclamation mark.</li> <li><b>Use a capital letter for names of people, places, days of the week</b></li> </ul>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li><b>Compose a sentence orally and hold it in their head before writing</b></li> <li>Use a capital letter and a full stop to demarcate each sentence</li> <li>Talk about the meanings of new words</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li><b>Re- read their work to check it makes sense and make changes to improve their work</b></li> <li>Read aloud their writing clearly enough to be heard by their peers and teacher.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>When talking, use regular past, present and future forms mostly accurately to discuss events that have happened or are to happen in the future</li> <li><b>Write three or four meaningful simple sentences in sequence. (While it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity!)</b></li> </ul>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>To sit correctly at a table they should put bum back in chair and tummy near table</li> <li>hold a pencil using tripod grip</li> <li><b>Form lower case correctly in the correct direction, starting and finishing in the right place</b></li> <li>Form digits 0-9</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li><b>Form upper case letters in the correct direction, starting and finishing in the right place</b></li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>ascenders and descenders are appropriate</li> </ul>
	<p><b>Previously taught</b> Special friends, Fred talk blend / blending, sound, Phonics, phoneme, word, and finger space. <b>New vocabulary to introduce</b> suffix, prefix</p>	<p><b>Previously taught</b> Capital letter, full stop, finger space <b>New vocabulary to introduce</b> Conjunctions, singular, plural, sentence, punctuation, , question mark, exclamation mark, joining word, conjunction, punctuation mark, noun, noun phrase, statement, question, exclamation, pronoun, people, days of the week, places, command, joining words, verbs</p>	<p><b>Previously taught</b> Book, page, story, beginning, middle, end, rhyme, poem/poetry, character, sentence label, caption, plan, re-read, check, ideas. <b>New vocabulary to introduce</b> Compose, sequence, phrase, past, present, future, command, exclamation.</p>	

# Writing Intent

Year 2 In addition to Y1 knowledge:				
Ready to progress from the end of Y1	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Hold a pencil effectively, using the tripod grip.</li> <li>Write recognisable letters which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sound with a letter or letters.</li> <li>Use a capital letter for pronoun I</li> <li>Correctly demarcate sentences with a capital letter and full stop</li> <li>Use and to join words and two clauses</li> <li>Write 3/4 simple sentences which can be read by themselves and others.</li> <li>Discuss ideas using key vocabulary ahead of writing.</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>segmenting multisyllabic words into phonemes and representing these by graphemes will help me spell many of these correctly</li> <li>A vowel is a speech sound made with your mouth fairly open, the nucleus of a spoken syllable.</li> <li>A consonant is a sound made with your mouth fairly closed</li> <li>New ways of spelling phonemes, for which one or more spellings are already known and learn some words with each spelling</li> <li>A homophone is a word that sounds the same but is spelled differently and has a different meaning</li> <li>To know the meaning of and distinguish between sea/see, won/one, son/sun, bee/be, blew/blue, night/knight, hear and here</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>To know the meaning of and distinguish between there, their and they're, quite/quiet, bear/bare, /too/two</li> <li>The months of the year and how to spell these.</li> </ul> <p>Spring2/Summer</p> <ul style="list-style-type: none"> <li>That adding-ly turns adjectives into adverbs</li> <li>The effect of adding the suffixes -ment -ness -ful -less (check spelling progression)</li> <li>Compound words are two or more words which have been grouped together to form a new word</li> <li>The year 2 common exception words.</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>At its simplest, a noun is a word that identifies (names) a thing, a person or a place.</li> <li>At its simplest, a verb is a doing, happening, being or action word. An alternative verb can be chosen to give an action a modified meaning.</li> <li>A sentence always contains a noun and a verb</li> <li>A simple sentence contains one clause</li> <li>A compound sentence is two independent clauses joined with a conjunction</li> <li>A coordinating conjunction joins two independent clauses together (and, or, but)</li> <li>Questions often begin with question words such as who, what, where, when, how, has...</li> <li>A written question ends with a question mark instead of a full stop.</li> <li>An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</li> <li>An exclamation sentence includes a verb and often starts with 'what' or 'how'</li> <li>A written exclamation ends with an exclamation mark instead of a full stop.</li> <li>An expanded noun phrase uses an adjective for description and specification e.g. <i>the blue butterfly, plain flour</i></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>There are four different sentence types: statement, question, exclamation and commands</li> <li>Commas can be used in a list to separate items</li> <li>Know that in contracted forms an apostrophe replaces missing letters</li> <li>That their writing can be written in different tenses: present tense, past tense and their progressive forms (I run/I am running)(I ran/I was running)</li> <li>A subordinating clause is a part of a sentence that adds additional information to the main clause using a subordinating conjunction. They do not stand alone as a complete sentence.</li> <li>A sentence can begin with subordinating conjunction (because, if, when, that) or can contain one of these words elsewhere. These are conjunctions, used to join two clauses together.</li> <li>Progressive form marks actions in progress e.g. the dog was/is running rather than 'the dog ran'</li> </ul> <p>Spring2/Summer</p> <ul style="list-style-type: none"> <li>The possessive apostrophe (singular) is used to show possession</li> <li>At its simplest, an adverb of manner says how something happens or happened. It usually ends with ly. An ly adverb can be used at the beginning of a sentence or elsewhere in the sentence.</li> <li>Sentences can start with a variety of openers including adverbials of time</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>That orally rehearsing or writing down key words, ideas and new vocabulary can help them order their writing</li> <li>Writing can be about real (non-fiction) and not real (fiction) events</li> <li>Speaking, drama and role play can be used to develop and order ideas</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Writing can vary in length depending on purpose e.g. to entertain and to inform</li> <li>New phrases and vocabulary can be gathered from reading and wider experiences</li> </ul> <p>Spring 2/Summer</p> <ul style="list-style-type: none"> <li>How to read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>Re-reading can help a writer make simple additions, revision and corrections to own writing</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>Lower case letters need to be the same size.</li> <li>Some letters can be joined with diagonal and horizontal strokes.</li> <li>Some letters when adjacent to one another are best left unjoined.</li> </ul>
		<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li><b>Segment words for spelling</b></li> <li>Recognise vowels and consonants</li> <li>Write words containing common suffixes ing, es, ed,</li> <li>Spell and distinguish between sea/see, won/one, son/sun, bee/be, blew/blue, night/knight, hear and here</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Spell and capitalise the months of the year</li> </ul>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li><b>Write sentences mostly correctly demarcated with capital letters, full stops, question marks and exclamation marks (using hold a sentence)</b></li> <li>Write simple and compound sentences</li> <li><b>Write coordinating sentences using conjunctions - or, and, but</b></li> <li><b>Write a noun phrase can be extended by adding one or more adjectives</b></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li><b>Write sentences with different forms - statement, question, exclamation and commands.</b></li> </ul>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Compose longer sentences orally before writing (multi clausal)</li> <li>Proof read for errors in <b>taught spelling</b>, grammar and punctuation</li> <li><b>Write a narrative about personal and others' experiences.</b></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Use new vocabulary from their reading, discussion and from their wider experiences</li> <li><b>Write about real events</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Spell and distinguish between there, their and they're, quite/quiet, bear/bare, /too/two</li> <li>• Write words containing common suffixes: ment, less, er, est, y, ness, ful</li> </ul> <p>Spring 2/Summer</p> <ul style="list-style-type: none"> <li>• Use ly adverbs in association with verbs</li> <li>• Spell many familiar words correctly and make phonetically plausible attempts at others</li> <li>• Spell many Y2 homophones</li> <li>• <b>Spell many Y2 common exception words</b></li> </ul> <p><u>GDS</u></p> <ul style="list-style-type: none"> <li>• <b>spell most common exception words</b></li> <li>• <b>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write subordinating sentences using conjunctions - when, if, that, because,</b></li> <li>• <b>Use apostrophes for contractions</b></li> <li>• Use commas <b>for items</b> in a list</li> </ul> <p>Spring 2/Summer</p> <ul style="list-style-type: none"> <li>• Use apostrophes for singular possession</li> <li>• <b>Use present and its progressive forms correctly and consistently.</b></li> <li>• <b>Use past and its progressive forms correctly and consistently</b></li> <li>• <b>Write sentences mostly correctly demarcated with capital letters, full stops, question marks and exclamation marks</b></li> <li>• <b>Use a variety of openers to start sentences.</b></li> </ul> <p><u>GDS</u></p> <ul style="list-style-type: none"> <li>• <b>Can use most additional punctuation accurately - question mark, exclamation mark, comma (list), apostrophe (contraction) apostrophe (possession singular)</b></li> </ul>	<p>Spring 2/Summer</p> <ul style="list-style-type: none"> <li>• <b>Write between 12 and 20 sentences in sequence for a range of purposes</b></li> <li>• <b>Re read to make sure their writing makes sense</b> and evaluate their writing with the teacher</li> <li>• <b>Write simple poetry</b></li> </ul> <p><u>GDS</u></p> <ul style="list-style-type: none"> <li>• <b>make simple additions, revisions and proof-reading corrections to their own writing</b></li> <li>• <b>Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences</b></li> </ul>	<p><b>orientation and relationship to one another and to lower-case letters</b></p> <ul style="list-style-type: none"> <li>• <b>Use spaces between words which reflects the size of the letters</b></li> </ul> <p><u>GDS</u></p> <ul style="list-style-type: none"> <li>• <b>use the diagonal and horizontal strokes needed to join some letters</b></li> </ul>
	<p><b>Previously taught</b> Suffix, prefix phonics, phoneme, blend / blending, sound, word, finger space, sound, apostrophe.</p> <p><b>New vocabulary to be introduced</b> Homophone, near homophone, multi syllable and multisyllabic, possessive apostrophe, compound</p>	<p><b>Previously taught</b> Capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, joining word, conjunction, punctuation mark, , adjective, adverb, verb.</p> <p><b>New vocabulary to be introduced</b> Noun, noun phrase, apostrophe, comma, statement, question, exclamation, command, tense (past, present, progressive)</p>	<p><b>Previously taught</b> Joining word/conjunction, plan, compose, check, improve</p> <p><b>New vocabulary to be introduced</b> Beginning, middle, end, syllable, evaluate, noun phrase.</p>	

Year 3 In addition to KS1 knowledge:				
Ready to progress from the end of Y2	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Write simple coherent narratives about personal experiences and those of others (real and fictional)</li> <li>Plan or say out loud what they are going to write about ahead of writing</li> <li>Can write at length, 12- 20 sentences.</li> <li>Use noun phrases to provide detail and specification.</li> <li><b><u>Demarcate most sentences with capital letters and full stops, use question marks and exclamation marks correctly when required.</u></b></li> <li>Use Co-ordination (i.e. or, and, or but) and</li> <li>Subordination (i.e. when, if, that, or because)</li> <li>Use apostrophe for contraction and possession in singular form.</li> <li>Use commas in a list</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>A dictionary is organised in alphabetic order and can be used to help us spell words correctly and find word meanings</li> <li>Words ending in le and al</li> <li>The effect of adding the suffixes and prefixes: Prefix: un dis im Suffix: ful Spelling pattern: -ous -ly</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>The effect of adding the suffixes and prefixes: Spelling pattern: -ture -ation -ion</li> <li>Words with sh spelled ch</li> <li>Distinguish between homophones and near homophones no/know write/right where/wear meat/meet great/grate bear/bare break/brake week/weak</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>Word families based on common words and are able to show how words are related in form and meaning e.g solve, solution, solver, dissolve, insoluble</li> <li>The effect of adding the suffixes and prefixes: Prefix: re anti super sub Spelling pattern: -ian Distinguish between homophones and near homophones: whether/weather ball/bawl not/knot plain/ plane scene/seen hear/here be/bee male/mail</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>'A' is used when the next word begins with a consonant.</li> <li>'An' is used when the next word begins with a vowel sound.</li> <li>You can identify nouns by the way they can be used after determiners such as the: for example, most nouns will fit into the frame "The __ matters/matter."</li> <li>Nouns are sometimes called 'naming words' because they name people, places and 'things'</li> <li>Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Wednesday).</li> <li>You can identify verbs by the way they can be used: they can usually have a tense, either present or past.</li> <li>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions).</li> <li>Many verbs name states or feelings rather than actions.</li> <li>A list can be made vertically on a page, but can also be included in a sentence. When a list is included in a sentence, each word is separated by a comma. A group of nouns, adjectives or adverbs can form a list</li> <li>An expanded noun phrase uses an adjective for description and specification e.g. <i>the blue butterfly, plain flour</i></li> <li>An expanded noun phrase with more than one adjective needs to be separated by a comma e.g. the large, blue butterfly.</li> <li>Subordinating conjunctions tell us about the order or the place in which things happened or specify a cause or effect relationship between events.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Verbs (and other words) can be selected for effect</li> <li>A simple sentence has a subject and ONLY ONE verb</li> <li>A compound sentence is formed when you join two main clauses with a conjunction. In a compound sentence the clauses are linked by coordinating conjunctions (and, but, so, or).</li> <li>Complex sentences can also be referred to as multi-clause sentences.</li> <li>A complex sentence is formed when you join a main clause and a subordinate clause with a conjunction. A subordinate clause is one that relies on a main clause to make sense.</li> <li>The conjunctions in complex sentences are subordinating conjunctions e.g., although, as, because, if, since, unless, when.</li> <li>When a sentence begins with conjunctions, because, if, when, a comma is usually required to separate the two main ideas in the sentence. The two ideas in such a sentence can be separate sentences. One of the clauses is subordinate and will not make sense on its own.</li> <li>Adverbs can signal manner, time, place, frequency. They say more about the verb in a sentence.</li> <li>At its simplest, a preposition is a small word that precedes a noun or adjective - it often, but not always, says something about the position of one noun in relation to another.</li> <li>If the word has an object, it is acting as a preposition. If it has no object, it is acting as an adverb.</li> <li>A noun phrase can be extended by adding a prepositional phrase (an expanded noun phrase)</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Familiar stories can help plan a story.</li> <li>Different text types have different language and layout features for example a recount will use past tense verbs, first person and often be chronological</li> <li>To know we build ideas by discussing them, then we record them down.</li> <li>How to read work and correct spellings and punctuation.</li> <li>Assessing writing against a success criteria can improve their own and others writing</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>To know how to build a sentence, hold a sentence before writing it down.</li> <li>At its simplest, a paragraph is a group of sentences that together cover one topic, subject or theme.</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>A heading, subheading and bullet points can aid organisation of the writing</li> <li>More varied and rich vocabulary will make writing more interesting for the reader</li> <li>A thesaurus can help find words of similar or opposite meaning</li> <li>A synonym is a word with the same meaning</li> <li>An antonym is a word of opposite</li> <li>Appropriate intonation, when reading out loud can make writing interesting to the reader.</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Some letters can be joined with diagonal and horizontal strokes.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Down strokes should be parallel</li> </ul>

		<ul style="list-style-type: none"> <li>Direct speech is the exact words spoken by a character/speaker</li> <li>Inverted commas are used to punctuate direct speech.</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>It is essential to maintain tense and person in a piece of writing for it to make sense.</li> <li>The present perfect tense is formed from the present tense of the verb have/has and the past participle of the verb. E.G <i>I have watched this movie before. He has completed his homework.</i></li> <li>The difference between using a possessive apostrophe for singular and regular plurals.</li> </ul>		
	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Words ending in le and al</li> <li>Spell words with prefixes and suffixes: Prefix: un dis im Suffix: ful Spelling pattern: -ous -ly</li> <li>Use the first letter of a word when using a dictionary to check spellings.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Spell words with c spelt ch and sh spelt ch</li> <li>Spelling pattern: -ture -ation -ion</li> <li>Use homophones no/know write/right where/wear meat/meet great/grate bear/bare break/brake week/weak</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>Spell further homophones and near homophones whether/weather ball/bawl not/knot plain/ plane scene/seen hear/here be/bee male/mail</li> <li>Spell words with prefixes and suffixes: Prefix: re anti super sub Spelling pattern: -ian</li> <li><b>Spell most year 3 common exception words – see spelling document.</b></li> </ul>	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Use 'a' or 'an' correctly.</li> <li>Identify and classify nouns and verbs</li> <li><b>Confidently use the full range of punctuation taught in Y2: . ? ! , (commas in a list)</b></li> <li><b>Expanded noun phrases with commas e.g. pretty, blue butterfly</b></li> <li><b>Express time, place and cause using conjunctions (when, before, after, while, so, because)</b></li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Choose verbs for effect</li> <li><b>Use an increasing range of sentence structures including simple, compound and complex</b></li> <li><b>Use adverbials to express time, place and cause</b></li> <li><b>Use prepositions to add details to a noun to express place (before, next, after, above)</b></li> <li><b>Place inverted commas around direct speech</b></li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li><b>Confidently use the full range of punctuation taught (: . ? ! , (commas in a list) and inverted commas around direct speech</b></li> <li>Correctly use the present perfect form of verbs instead of the simple past (He <i>has</i> gone out to play).</li> <li><b>Use the possessive apostrophe accurately in words with regular plurals E.G girls' boys'</b></li> </ul>	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li><b>Use <i>known</i> story structures to help plan and write own stories</b></li> <li><b>Write using some features appropriate to the genre for example past tense in a recount, description in a narrative, adverbs in instructions</b></li> <li><b>Discuss and record ideas</b></li> <li><b>Proof read and edit for improvements linked to taught spelling, punctuation and grammar</b></li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li><b>Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</b></li> <li><b>Group sentences in to a paragraph about related information</b></li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>Use headings, subheadings, bullet points/numbers</li> <li>Use progressively varied and rich vocabulary including synonyms and antonyms.</li> <li><b>Organise writing into 3 paragraphs</b> (beginning/introduction, middle, end/ conclusion)</li> <li><b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</b></li> </ul>	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant;</li> </ul>
	<p><b>Previously taught</b> Prefix, suffix, homophones, apostrophe, possessive, plurals <b>New vocabulary in be introduced</b> Regular, dictionary, alphabetical, word family</p>	<p><b>Previously taught</b> verbs, nouns, adjectives, pronouns, adverbs, clauses, conjunction, prefix, subordinate clause, present form, noun phrase, capital letters, question marks, apostrophe, contraction <b>New vocabulary in be introduced</b> Preposition, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas synonym, antonym</p>	<p><b>Previously taught</b> Compose, plan, narrative, proof read, check <b>New vocabulary in be introduced</b> Paragraphs, headings, subheadings, structure, form, purpose, audience, evaluate, intonation, tone, volume,</p>	

Year 4 In addition to KS1 and Y3 knowledge:				
Ready to progress from the end of Y3	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, form, vocabulary and grammar</li> <li>Write with a purpose, audience and form.</li> <li>Organise writing into at least 3 paragraphs.</li> <li>Use an increasing range of sentence structures including simple, compound and complex.</li> <li>Use varied and rich vocabulary including synonyms and antonyms.</li> <li>Proof read work for spelling and punctuation errors.</li> <li>Use capital letters, full stops, question marks, commas in a list and apostrophes for contraction mostly correct.</li> <li>Begin to use inverted commas to punctuate direct speech.</li> <li>Use the possessive apostrophe accurately in words with regular plurals</li> <li>Use the present and past tenses correctly and consistently including the progressive and perfect form.</li> <li>Join two sentences together using conjunctions; and, but, or, so, when, if, that, because.</li> <li>Use positional prepositions to expand noun phrases.</li> <li>Use a or an appropriately.</li> <li>Spell words with the prefixes; un dis in im anti super sub re</li> <li>Be able to spell all the year 3 common exception words and homophones</li> <li>Use the first letter of a word to check spellings in a dictionary.</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>A dictionary is in alphabetic order and we need to look at the second or third letter in a word to check its spelling.</li> <li>Prefix: auto</li> <li>Suffix: less and ment</li> <li>zhuh spelt -sure, u spelled ou</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>What a prefix and suffix is and add how to add them</li> <li>Prefix: mis auto inter il</li> <li>Spelling patterns: words ending in ous and sion, s spelled sc, eigh, ei and ey</li> <li>Distinguish between homophones and near homophones: groan/grown main/mane reign/rain/rein peace/piece berry/bury</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Words ending in gue like argue</li> <li>Suffix ion</li> <li>Apostrophes can be used to indicate possession for single and plural forms e.g. the dogs</li> <li>Distinguish between homophones and near homophones: heal/heel/he'll missed/mist who's/whose accept/except affect/effect</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Noun phrases can be expanded by modifying adjectives, nouns and prepositions</li> <li>That prepositions describe direction, time, relationship, place and location and are placed before a noun.</li> <li>Fronted adverbials can describe when, where and how and they come at the beginning of sentences</li> <li>Adverbs can be used in a variety of places within sentences; they are mobile</li> <li>If an adverb is used at the beginning of a sentence, it should be followed by a comma</li> <li>The present perfect is formed from the present tense of the verb have and the past participle of a verb.</li> <li>We use the present perfect: for something that started in the past and continues in the present:</li> <li>A simple sentence has a subject and ONLY ONE verb</li> <li>A compound sentence is formed when you join two main clauses with a conjunction. In a compound sentence the clauses are linked by coordinating conjunctions (and, but, so, or).</li> <li>Complex sentences can also be referred to as multi-clause sentences.</li> <li>A complex sentence is formed when you join a main clause and a subordinate clause with a conjunction. A subordinate clause is one that relies on a main clause to make sense.</li> <li>The conjunctions in complex sentences are subordinating conjunctions and they tell us about the order or the place in which things happened or specify a cause or effect</li> <li>Relationship between events. Conjunctions used in complex sentences include after, although, as, because, if, since, unless, when.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>To repeat the noun too often is unnecessary hence the use of a pronoun</li> <li>That a pronoun is a word used instead of a noun.</li> <li>Adverbials can be used to create cohesion within and across paragraphs.</li> <li>How inverted commas and other punctuation indicate direct speech: using a comma after the reporting clause</li> <li>When the reporting clause comes after direct speech, use punctuation , . ! ? before closing speech marks e.g. "Sit down!" shouted the conductor.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>The grammatical differences between plural and possessive -s.</li> <li>How to use the possessive apostrophe accurately in words with regular plurals E.G girls' boys' and in words with irregular plurals E.G children's.</li> <li>Colons can be used to introduce a list</li> <li>A simile is the comparison of one thing to another using with, like, as</li> <li>A metaphor is comparing two things without using like or as e.g. the sea is a rollercoaster of waves</li> <li>Alliteration is when two consecutive words begin with the same sound</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>To know the: organisation; coherence; mechanics; and language properties of the text type they are learning.</li> <li>To know the plot is the the sequence of events that take place in a story.</li> <li>To know the setting is the time and place in which the events of a story take place.</li> <li>To know Characterisation is the methods used to present the personality of a character in a narrative</li> <li>To know all writers proof read and edit for improvements linked to taught spelling, punctuation and grammar</li> <li>To know we read similar writing in order to understand and learn from its structure, vocabulary and grammar</li> <li>To know we build ideas by discussing them, then we record them down.</li> <li>To know how to build a sentence, hold a sentence before writing it down.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Improvements can be made by choosing better words for affect.</li> <li>To improve consistency we can make changes to grammar and vocabulary.</li> <li>Appropriate intonation, when reading aloud can make writing clear to the reader.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>A paragraph contains a sequence of cohesive sentences</li> <li>A range of organisational devices for non-fiction texts: headings, subheadings and bullet points as well as captions, diagrams and labels</li> <li>Form is language appropriate to the purpose and person</li> <li>Writing should maintain form throughout and standard English forms should be maintained</li> <li>When writing for formal purpose one should not include contractions or slang</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Some letters when adjacent to one another are best left unjoined e, f, r, s and z.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Ascenders and deescenders should not touch as this can make the writing difficult to read</li> </ul>
		<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Use beyond the first letter of a word when using a dictionary to check spelling</li> </ul>	<p>Pupils can:</p> <p>Autumn</p>	<p>Pupils can:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Adopt some simple form for the genre they are writing (e.g. organisational devices for a non fiction text)</li> </ul>

	<ul style="list-style-type: none"> <li>Prefix auto</li> <li>Suffix: less and ment</li> <li>zhuh spelt -sure, u spelled ou</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Confidently use a thesaurus to improve their word choices.</li> <li>Spell: words ending in ous and sion, s spelled sc, eigh, ei and ey</li> <li>Use spell words with the prefixes and suffixes Prefix: mis inter il</li> <li>Homophones: groan/grown main/mane reign/rain/rein peace/piece berry/bury</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Suffix ion. Spelling words ending in gue.</li> <li>Write sentences including words and punctuation taught so far</li> <li>Homophones: heal/heel/he'll missed/mist who's/whose accept/except affect/effect</li> <li><b>Spell most year 4 common exception words- (NC appendix 1)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Expand noun phrases by modifying adjectives, nouns and prepositions e.g. the strict maths teachers with curly hair, the golden wings covered in jewels</b></li> <li><b>Use fronted adverbial, punctuated with a comma to express time, place and cause</b></li> <li><b>Use present perfect correctly</b></li> <li><b>Consolidate from Y3 Use an increasing range of sentence structures including simple, compound and complex</b></li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li><b>Choose pronouns and nouns to aid cohesion and avoid repetition</b></li> <li><b>Choose and use adverbials to aid cohesion and link paragraphs/sentence</b></li> <li><b>Use a comma if reporting clause comes before the direct speech e.g. The conductor shouted, "Sit down!"</b></li> <li><b>Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, if, therefore, because, although).</b></li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Use the possessive apostrophe accurately in words with regular plurals E.G girls' boys' and in words with irregular plurals E.G children's.</li> <li><b>Use an increasing range of multi-clausal sentence structures, effectively using: conjunctions, adverbs and prepositions to express time, cause and place.</b></li> <li><b>Use the full range of punctuation taught in KS1, Y3 and Y4: capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for contraction and possession, inverted commas, colons to introduce a list</b></li> <li><b>Use figurative language: similes, metaphor and alliteration</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write narratives creating setting characters and plot</b></li> <li><b>Proof read and edit for improvements linked to taught spelling, punctuation and grammar</b></li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>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.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Use year 3 organisation devises; headings, subheadings and bullet points as well as captions, diagrams and labels</li> <li><b>Work is well structured and organised with a simple opening, closing and with ideas developed logically</b></li> <li>Begin to use language according to formality (no contractions formal writing)</li> </ul>	<p>Spring</p> <ul style="list-style-type: none"> <li>lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>
	<p><b>Previously taught</b> Prefix, suffix, homophone, near homophone, possessive apostrophe, regular plurals, dictionary, alphabetical order</p> <p><b>New vocabulary to be introduced</b> Irregular plural</p>	<p><b>Previously taught</b> verbs, nouns, adjectives, pronouns, adverbs, clauses, preposition, conjunction, prefix, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial, comma</p> <p><b>New vocabulary to be introduced</b> Modifying adjectives, possessive apostrophe, irregular plurals, fronted adverbial</p>	<p><b>Previously taught</b> Paragraph, heading, subheading, compose, plan, impact, adjective, figurative language, time, place, mood, conjunction, adverb, prepositions, narrative, improve, evaluate, intonation, tone, volume, synonym, antonym</p> <p><b>New vocabulary to be introduced</b> Problem, resolution, conclusion, diagrams</p>	



Year 5 In addition to KS1 and lower KS2 knowledge:				
Ready to progress from the end of Y4	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Organise writing into at least 5 paragraphs around given themes.</li> <li>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Begin to adopt the appropriate form for the genre they are writing.</li> <li>Use an increasing range of multicausal sentence structures, effectively using conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>Use adjectives and figurative language (similes, metaphor and alliteration) to evoke time, place and mood</li> <li>Use precise vocabulary choices to create specific impact and effect on the reader.</li> <li>Self and peer assess their own and others writing and suggest improvements.</li> <li>Use the full range of punctuation taught in KS1, Y3 and Y4: capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for contraction and possession, inverted commas, colons to introduce a list</li> <li>Expand noun phrases using modifying adjectives, nouns and prepositions</li> <li>Use fronted adverbials, including the correct use of a comma.</li> <li>Choose pronouns and nouns to aid cohesion and avoid repetition.</li> <li>Use spell words with the prefixes; mis auto inter il</li> <li>Spell year 4 common exception words and further homophones</li> <li>Use beyond the first letter of a word when using a dictionary to check spelling</li> <li>Use a thesaurus to improve word choices.</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Some word have silent letters – See Y5 spelling document</li> <li>Know the impact of these word endings: ough, lble and able</li> <li>Homophones: cereal serial , heard herd steal steel stationery stationary father farther</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Words ending in ibly, ably, ent, ence</li> <li>Ee spelled ei</li> <li>Distinguish between homophones and near homophone: affect effect accept except advice advise practice practise</li> <li>Homophones: allowed aloud guessed guest passed past</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>Know the impact of these word endings: ‘ant’, ‘ance’, ‘ancy’ ‘shus’ spelt ‘cious’ ‘shus’ spelt ‘tious’ ‘shul’ spelt ‘cial’ or ‘tial’</li> <li>Homophones including: principal principle bridal bridle proceed precede weary wary</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Devices can be used to build cohesion between paragraphs E.G first, then, after that, this.</li> <li>Noun phrases can be expanded to convey complicated information concisely.</li> <li>You can change a noun or adjective in to a verb by using a suffix e.g. expert/expertise</li> <li>A relative clause is a special type of subordinate clause which modifies a noun. It uses a relative pronoun who, which, where, that. A relative clause is always punctuated with commas.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>Dialogue can be used to convey a character for example if they are bossy, cheerful, furious</li> <li>the reporting clause reports who said or thought something and can be used to give information about how something was said and their character e.g. ‘Not now!’ she said impatiently tapping her foot</li> <li>Use new speaker, new line</li> <li>Indirect speech is also known as reported speech. It’s when you relate what someone else has said without quoting them directly e.g. A bystander reported that he had seen...</li> <li>Parenthesis is used to add more detail using brackets, dashes or commas. It can be removed and will not change the meaning of the sentence.</li> <li>Devices can be used to aid cohesion within a paragraph – nouns, pronouns, relative clauses, brackets, dashes, commas</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>A semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideas. A semi-colon will often replace a conjunction.</li> <li>A semi-colon can be used to separate items in a a detailed list e.g. At the circus there was a courageous flame-thrower; a acrobat riding a horse and a lion juggling</li> <li>There are a wide range of subordinating conjunctions that form subordinating clauses.</li> <li>Adverbs (perhaps and surely) and modal verbs (might, should, will, must) can indicate possibility</li> </ul>	<p>Pupils know:</p> <p>Autumn</p> <ul style="list-style-type: none"> <li>Writing notes and developing initial ideas, drawing on reading and research can enhance their ideas.</li> <li>Think about how authors have developed characters and settings in what pupils have read, listened to or seen performed and use to develop own ideas.</li> <li>Proof reading work can improve spelling and punctuation errors.</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>That appropriate grammar and vocabulary can change and enhance meaning.</li> <li>Literary techniques can create different mood and atmosphere:</li> <li>A jarring or frustrated mood: choose specific words that are harsh and staccato-sounding; To create a dark mood, use words with negative connotations to conjure brooding feelings; to build pace or suspense use short snappy sentences</li> <li>Figurative language and precise vocabulary choices can have different effects upon a sentence and a reader creating different moods and evoking different emotions</li> <li>Organisational and presentational devices to structure text and guide the reader</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>When writing for formal purpose one should not include contractions or slang</li> <li>We write for a range of purposes and use different form according to the audience</li> <li>Organisational and presentational devices are used to structure text and guide the reader.</li> <li>When writing we need to use the consistent and correct use of tense.</li> </ul>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>What standard of handwriting is appropriate for a particular task E.G notes or final handwriting version.</li> </ul>
	<p>Pupils can read and spell words with:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>A thesaurus can be used to find words of similar meaning to enhance meaning</li> <li>silent ‘b’</li> <li>silent ‘t’</li> <li>contain ‘ough’</li> <li>ible and able</li> <li>Homophones: cereal serial , heard herd steal steel stationery stationary father farther</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>ending in ‘ibly’ and ‘ably’</li> <li>ending in ent, ence</li> <li>ee’ sound spelt ‘ei’</li> <li>Homophones: affect effect accept except advice advise practice practise</li> </ul>	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Correct use of subject/verb agreement in plurals</li> <li><b>Mostly consistent and correct use of tense</b></li> <li>Use expanded noun phrases to convey complicated information, adding details.</li> <li><b>Use nouns and pronouns appropriately for clarity, cohesion and avoid repetition</b></li> <li><b>Consolidate from Y4 Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, if, therefore, because, although)</b></li> <li><b>Link ideas across paragraphs, using adverbials of time, place and manner (later, nearby, happily), pronouns, repetition, conjunctions and punctuation</b></li> </ul> <p>Spring:</p>	<p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Plan by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li><b>Draft and write by: Proof read for spelling and punctuation errors linked to taught year 5 spelling, punctuation and grammar.</b></li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li><b>Use literary techniques and precise vocabulary choices to create specific impact to evoke time, place and mood</b></li> <li>In narratives, describing settings, characters and atmosphere.</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> </ul>

## Writing Intent

<ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of handwriting</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>ending in 'ant', 'ance', 'ancy'</li> <li>ending in 'shus' spelt 'cious'</li> <li>ending in 'shul' spelt 'cial' or 'tial'</li> </ul> <p>Homophones including: principal principle bridal bridle proceed precede weary wary</p> <ul style="list-style-type: none"> <li>Spell most of the Y5 common exception words</li> </ul>	<ul style="list-style-type: none"> <li><b>Use dialogue to convey character e.g. "Sit down!" shouted the bus driver angrily, red-faced and pointing his finger. "We are already late!"</b></li> <li>Use indirect speech</li> <li>Use parenthesis using brackets, dashes and commas in different positions in a sentence.</li> <li><b>Use relative clauses beginning with, who, which, where, when, whose, that, or an omitted relative pronoun</b></li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li><b>Can extend sentences using more sophisticated conjunctions (e.g. however, nevertheless, despite, contrary to, even though, therefore)</b></li> <li>Indicate degrees of possibility using adverbs E.G perhaps, surely and modal verbs E.G might, should, will, must.</li> <li><b>Use commas to clarify meaning or avoid ambiguity in relative clauses and for parenthesis</b></li> <li><b>Make multi-clausal sentences using - after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when (ever), where (ever), whereas, while, providing, so long as</b></li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li><b>Can choose language according to formality (conversational/contractions/slang or standard english)</b></li> <li><b>Identify the audience and purpose for the writing selecting the appropriate form and using similar writing as models for their own</b></li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	
	<p><b>Previously Taught</b> Prefix, suffix, silent letter, homophone, near homophone, dictionary, alphabetical letter</p> <p><b>New vocabulary in be introduced</b> Thesaurus</p>	<p><b>Previously taught</b> subordinate clause, subordinating conjunction, noun phrase, adverb, repetition, comma, paragraph, paragraph, adverbial, comma</p> <p><b>New vocabulary in be introduced</b> Modal, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, degree of possibility</p>	<p><b>Previously taught</b> Narrative, settings, atmosphere, dialogue, organisational devices, presentational devices, headings, bullets, underlining, tense, singular, plural, proof read</p> <p><b>New vocabulary in be introduced</b> Audience, purpose</p>	

# Writing Intent

## Year 6

In addition to KS1, lower KS2 and Y5 knowledge:

Ready to progress from the end of Y5	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>In writing narratives describe, setting, character and atmosphere using a range of descriptive devices i.e. tone, mood, imagery, alliteration, onomatopoeia, personification, hyperbole and symbolism.</li> <li>Link ideas between paragraphs.</li> <li>Choose language according to formality.</li> <li>Use punctuation to support coherence in writing.</li> <li>Use the full range of punctuation taught in KS1, LKS2 and Y5: capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for contraction and possession, inverted commas, brackets, dashes, commas to indicate parenthesis.</li> <li>Use expanded noun phrases to convey complicated information, adding details.</li> <li>Build cohesion within and across a paragraph using a range of devices.</li> <li>Use a variety of longer and shorter sentences.</li> <li>Use relative clauses beginning with, who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Indicate degrees of possibility using adverbs.</li> <li>Use dialogue to convey character.</li> <li>Spell the majority of Year 5 &amp; 6 common exception words and further homophones.</li> <li>Spell words with silent letters</li> <li>Write legibly, fluently and with increasing speed.</li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>How to use a dictionary and a thesaurus</li> <li>Knowledge of : -ing, -est, -er, -ing, -ed, -y, -ant, -tion, -ful, -ment, -ly, -en, -ous, -ness,-</li> <li>Distinguish between homophones and near homophones principal principle bridal bridle proceed precede weary wary</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Adding a suffix can change the y to an i</li> <li>Distinguish between previously taught suffixes and add how to add them to root words</li> <li>Distinguish between homophones and near homophones : morning mourning compliment complement assent ascent draft draught</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>The meaning of homophones that are easily confused; advice advise practise practice devise device licence license</li> <li>Consolidation of all the above</li> </ul> <p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Use a dictionary and thesaurus independently and accurately</li> <li>Recap of suffixes: -ing, -est, -er, -ing, -ed, -y, -ant, -tion, -ful, -ment, -ly, -en, -ous, -ness,-</li> <li>Homophones: principal principle bridal bridle proceed precede weary wary</li> </ul> <p>Spring:</p> <p>Pupils can read and spell words with:</p> <ul style="list-style-type: none"> <li>Letter string ough</li> <li>Sh spelt -ti or -ci</li> <li>Sh spelt -si or -ssi</li> </ul> <p>Adding a suffix can change a y to an i</p>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>Shorter sentences can add impact or change the pace for a reader</li> <li>In narrative and non-narrative writing, there are a range of purposes for using shorter and longer sentences.</li> <li>How words are related by meaning as synonyms and antonyms.</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Pupils know that dialogue can be used to move action forward in a narrative</li> <li>Pupils know that dialogue and reporting clauses can convey character</li> <li>Colons and semi- colons and dash can mark the boundary between independent clauses</li> <li>Semi colons can be used to separate a detailed list</li> <li>Hyphens can be used to separate words or parts of words or to avoid ambiguity E.G man eating shark vs Man-Eating shark. Long sentences can be simple, compound or complex. A short sentence can be simple, compound or complex.</li> </ul> <p>Spring 2/ Summer:</p> <ul style="list-style-type: none"> <li>A passive voice occurs when you make the object of an action into the subject of a sentence e.g. the ball was chased by the dog instead of the dog chased the ball</li> <li>The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.</li> <li>Subjunctive form used to explore the hypothetical, or to express a wish, demand of suggestion e.g. If I were you, were you to agree</li> <li>Informal writing is a more relaxed style which may include contractions, colloquial language and slang.</li> <li>Each formal style has language appropriate to the subject and may include: factual language, sophisticated vocabulary, jargon, subjunctive form and a formal tone.</li> <li>The difference between vocabulary typical for formal and informal speech</li> </ul> <p>Pupils can:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li><b>use verb tenses consistently and correctly throughout their writing</b></li> <li><b>Consolidate Y5 use expanded noun phrases to convey complicated information, adding details</b></li> <li>Use a variety of sentence lengths and types (simple, compound, complex) sometimes using 2 or more subordinate clauses</li> <li>Think of and use synonyms and antonyms using alternative word choices to make writing interesting and avoid repetition</li> <li><b>Mostly accurate use of subject word agreement for simple and progressive verbs</b></li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li><b>Integrate dialogue to advance action and convey charcater</b></li> </ul>	<p>Pupils know:</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>In narrative; settings, character, atmosphere and dialogue are used to convey character and advance the action. Cohesion throughout a text (within and across paragraphs) is achieved through the use of conjunctions, adverbials and pronouns</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>To plan their writing, built on knowledge from familiar text/genres and plan to ensure these criteria are met</li> <li>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p>Spring 2/ Summer:</p> <ul style="list-style-type: none"> <li>That precis is a condensed version of a text.</li> <li>Texts are written for a key audience and range of purposes</li> </ul> <p>Pupils can.</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li><b>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</b></li> <li><b>in narratives, describe settings, characters and atmosphere</b></li> <li><b>Proof read for spelling and punctuation errors linked to taught year 6 spelling, punctuation and grammar.</b></li> <li><b>Ensure consistent use of tense and subject verb agreement throughout a text</b></li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>Write with decreasing scaffolding for a range of purposes and audiences.</li> <li><b>mostly appropriately select vocabulary and grammatical structures that reflect what the writing requires.</b></li> </ul> <p>Spring 2/ Summer:</p>	<p>Pupils know:</p> <ul style="list-style-type: none"> <li>What standard of handwriting is appropriate for a particular task E.G notes or final handwriting version.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Write joined, legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> <li>Choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

## Writing Intent

	<p>Homophones:</p> <ul style="list-style-type: none"> <li>morning mourning compliment complement ascent ascent draft draught</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>homophones: advice advise practise practice devise device licence license</li> <li><b><u>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Use modal verbs (might, should, would, must, will) or adverbs (perhaps, surely) to indicate degrees of possibility.</u></b></li> <li>Use colons and semi-colons to punctuate detailed lists.</li> <li>Use hyphens in own writing and understand that using or omitting a hyphen can convey a different meaning in a sentence.</li> </ul> <p>Spring 2/ Summer:</p> <ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence (e.g. the cake was eaten by the child / the child ate the cake).</li> <li><b><u>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</u></b></li> <li><b><u>Ensure appropriate use of vocabulary typical to informal and formal speech and writing (e.g. find out/discover, ask for/request, go in/enter..)</u></b></li> <li>Use the subjunctive form when appropriate e.g. formal tone</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Can write effectively the genre taught selecting the appropriate vocabulary and style to fit the purpose and audience</u></b></li> <li>Can write a condensed version of a text</li> </ul>	
	<p><b>Previously taught</b> Prefix, suffix homophone, near homophone <b>New vocabulary to be introduce</b> Morphology, etymology.</p>	<p><b>GDS</b></p> <ul style="list-style-type: none"> <li><b><u>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</u></b></li> <li><b><u>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</u></b></li> </ul>	<p><b>GDS</b></p> <ul style="list-style-type: none"> <li><b><u>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</u></b></li> <li><b><u>distinguish between the language of speech and writing and choose the appropriate register</u></b></li> </ul>	
		<p><b>Previously taught</b> Modal, relative pronoun, relative clause, subordinate clause, subordinating conjunction, parenthesis, bracket, dash, synonym, antonym, hyphen <b>New vocabulary to be introduced</b> Ambiguity, colon, semi colon, impersonal sentences, formal, informal, cohesion, colloquial language, slang, register</p>	<p><b>Previously taught</b> Narrative, settings, atmosphere, dialogue, organisational devices, presentational devices, headings, bullets, underlining, tense, singular, plural, proof read, audience, purpose <b>New vocabulary to be introduced</b> Precis, condensed</p>	

\*verb tenses in each year