

# Writing Long Term Plan

## 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 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 aims to support teachers’ subject knowledge of writing, as well as planning for the smaller components of writing.

	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: planning	<ul style="list-style-type: none"> <li>use simple sentences orally</li> </ul>	<ul style="list-style-type: none"> <li>say a complete sentence aloud before writing</li> <li>remember the sentence they have said aloud before writing</li> </ul>	<ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>arrange ideas in sequence</li> <li>use a simple given planning tool eg a story map, washing line</li> <li>produce a simple flow chart to orally describe a process</li> </ul>	<ul style="list-style-type: none"> <li>plan what they are going to write about</li> <li>plan to use key words and new vocabulary in writing</li> <li>use a simple given planning tool e.g., story grid</li> <li>produce a flow chart after a practical activity</li> <li>understand the audience and purpose for their writing</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>discuss and record ideas and vocabulary</li> <li>identify the audience and purpose for their writing</li> <li>use a simple given planning tool eg, basic genre snippet*</li> <li>make detailed notes to explain stages of a process</li> </ul>	<ul style="list-style-type: none"> <li>in writing similar to that which they are planning to write, identify independently what can be learnt from its structure, vocabulary and grammar</li> <li>When planning narratives, find, identify and draw on examples of how authors have developed characters and settings</li> <li>use a wider variety of planning tools linked to genre, e.g. post- it planning for paragraphing</li> <li>rehearse dialogue</li> </ul>	<ul style="list-style-type: none"> <li>plan and select the appropriate form suited to the given audience and purpose</li> <li>note and develop initial ideas, drawing on reading of other authors, and research</li> <li>decide most efficient planning tools/methods to use</li> </ul>	<ul style="list-style-type: none"> <li>independently identify audience and purpose while planning, deciding appropriate form and register</li> <li>independently identify compositional skills required linked to genre</li> <li>when writing narratives, plan development of characters and setting to fit purpose and context</li> </ul>
Composition: drafting	<ul style="list-style-type: none"> <li>distinguish between different marks they make</li> <li>give meaning to the marks they make</li> <li>write a pretend list starting at the top of the paper</li> </ul>	<ul style="list-style-type: none"> <li>use clearly identifiable letters to write a word that can be read by others</li> <li>write phrases and short sentences that can be read by others, in meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li>sequence sentences</li> <li>refer to given planning to ensure sequence of ideas</li> <li>compose and rehearse a sentence orally</li> </ul>	<ul style="list-style-type: none"> <li>encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>follow their own notes and plans</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate vocabulary from planning, understanding how choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate, grammar understanding how choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>precis longer paragraphs</li> </ul>
Composition: evaluate and edit		<ul style="list-style-type: none"> <li>re-read sentence to check it makes sense</li> <li>listen to or state an idea to improve writing in conversation or discussion</li> </ul>	<ul style="list-style-type: none"> <li>re-read what they have written to check it makes sense</li> <li>read aloud their writing clearly enough to be heard by their peers and teacher</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>re-read to check that verbs to indicate time are used correctly and consistently</li> <li>read aloud their writing with appropriate intonation to make their writing clear</li> <li>evaluate their writing with the teacher or other pupils and make additions, revisions or corrections</li> <li>proof read to check for simple errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>proof read to check for spelling and punctuation errors</li> <li>assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>propose changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>proof read to check for spelling and punctuation errors, more than once - as the writing develops</li> <li>in their own and others’ writing, propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun</li> </ul>	<ul style="list-style-type: none"> <li>ensure consistent and correct use of tense</li> <li>ensure correct subject verb agreement</li> <li>proof read throughout the writing process to check for spelling and punctuation errors</li> <li>in their own and others’ writing, propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect</li> </ul>	<ul style="list-style-type: none"> <li>proof read to check for spelling and punctuation errors, independently, and appropriate to task</li> <li>in their own and others’ writing, propose changes to distinguish between the language of speech and writing, choosing the appropriate register</li> <li>adapt and refine grammar and vocabulary , to enhance meaning</li> </ul>
Word structure and word class			<ul style="list-style-type: none"> <li>use plurals - s -es correctly in terms of the meaning of the word</li> <li>use suffixes ing -ed -er and -est where there is no change to the root word</li> <li>use prefix un- for negation</li> </ul>	<ul style="list-style-type: none"> <li>use suffixes -ness (formation of nouns), -ful, -less, -ment</li> <li>use -ly to turn adjectives in to adverbs for description</li> <li>use two adjectives to describe a noun</li> </ul>	<ul style="list-style-type: none"> <li>use noun prefixes- see spelling appendix 1</li> <li>use a/an according to noun</li> <li>identify word families related to common words, and use in context</li> </ul>	<ul style="list-style-type: none"> <li>understand the difference between plural and possessive ‘s’</li> <li>understand the difference between standard English forms of verb inflections, compared to local spoken form (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>convert nouns or adjectives to verbs using suffixes</li> <li>use verb prefixes</li> <li>identify further differences between standard English forms of verb inflections, compared to local spoken form (eg would</li> </ul>	<ul style="list-style-type: none"> <li>understand the difference between vocabulary for informal speech and formal speech and writing, and use in context</li> <li>understand how words are related by meaning as synonyms</li> </ul>

			<ul style="list-style-type: none"> <li>• build compound words from known words</li> </ul>			was/were, done/did, ain't/am not/is not, gonna/going to), and use in context	have/would of, I was sitting/I was sat, I was standing/I was stood), and use in context	and antonyms, and use in context
Phrase and Sentence structure		<ul style="list-style-type: none"> <li>• break the flow of speech in to words</li> <li>• write own name, label and captions</li> <li>• write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• use future tense orally</li> </ul>	<ul style="list-style-type: none"> <li>• understand how words combine to make sentences</li> <li>• join words or clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• use co-ordination – but, so</li> <li>• use subordination - when, if, that, because</li> <li>• use noun phrases for description and specification</li> <li>• identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command</li> </ul>	<ul style="list-style-type: none"> <li>• express time, place and cause, using conjunctions, adverbs or prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• use fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</li> <li>• indicate degrees of possibility with adverbs and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• use passive voice to affect the presentation of information in a sentence</li> <li>• show difference between formal structures and informal structures, through the use of question tags and subjunctive form</li> </ul>
Text structure			<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional)</li> <li>• make a correct choice of simple present tense,</li> <li>• simple past tense,</li> <li>• use present progressive to mark actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, create settings, characters and plots</li> <li>• in non-narrative use simple organisational devices, such as headings and sub-headings</li> <li>• use paragraphs to group related sentences</li> <li>• use paragraphs to show change in place or time</li> <li>• use present perfect form of verbs instead of simple past</li> <li>• use past progressive to mark actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>• identify structure, suitable for the given audience and purpose</li> <li>• in non-narrative, select appropriate simple organisational devices</li> <li>• use paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>• in narratives, integrate dialogue to convey character and advance the action</li> <li>• use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining</li> <li>• build cohesion within and across paragraphs using:</li> <li>• conjunctions and tense choice</li> <li>• build cohesion within and across paragraphs using: <ul style="list-style-type: none"> <li>- adverbials of time</li> <li>- adverbials of place</li> <li>- adverbials of number</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• across the full range of narratives, select methods to describe settings, characters and atmosphere</li> <li>• select appropriate organisational and presentational devices for effect, to structure text and guide the reader</li> <li>• choose cohesive devices to build cohesion within and across paragraphs</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• see differences in lower case and upper case letters</li> </ul>	<ul style="list-style-type: none"> <li>• use a capital letter at the start of a sentence</li> <li>• use a full stop at the end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• use capital letters for names and personal pronoun I</li> <li>• use capital letters for days of the week</li> <li>• use question marks</li> </ul>	<ul style="list-style-type: none"> <li>• use commas to separate items in a list</li> <li>• use apostrophe for contractions</li> <li>• use apostrophe for singular possession</li> <li>• use exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• use inverted commas to punctuate direct speech</li> <li>• use apostrophe for regular plural possession</li> </ul>	<ul style="list-style-type: none"> <li>• use other punctuation to indicate direct speech</li> <li>• use apostrophe for irregular plural possession</li> <li>• use comma to mark fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• use brackets</li> <li>• use dashes</li> <li>• use commas to indicate parenthesis</li> <li>• use commas to clarify and avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• use semi-colon, colon and dash to mark clauses</li> <li>• use colon to introduce a list</li> <li>• use semicolon within lists</li> <li>• use bullet points to list information</li> <li>• use hyphen to avoid ambiguity</li> <li>• use ellipsis</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• hears and says the initial sound in words</li> <li>• recognise words with the same initial sound</li> <li>• count syllables</li> <li>• write initial sound of own name</li> </ul>	<ul style="list-style-type: none"> <li>• segment the sounds in simple words</li> <li>• link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<ul style="list-style-type: none"> <li>• spell words with 40+ phonemes</li> <li>• spell year 1 common exception words</li> <li>• spell the days of the week</li> <li>• use letter names to distinguish between alternative spellings</li> <li>• use rule to spell -s and -es plurals</li> <li>• spell using suffix -ing -ed -er and -est where there are no changes to the root word</li> <li>• write dictated sentences with sounds and words learnt</li> </ul>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these with graphemes</li> <li>• learn new ways for spelling phonemes for which one or more spellings are already known</li> <li>• spell Year 2 homophones and near homophones</li> <li>• spell Year 2 common exception words</li> <li>• spell contracted word forms (apostrophes)</li> <li>• add suffixes -ment, -ness, -ful, -less, -ly</li> <li>• write dictated sentences, using GPCs, words and punctuation learnt</li> </ul>	<ul style="list-style-type: none"> <li>• spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3)</li> <li>• spell further homophones (see appendix for which in Year 3)</li> <li>• spell words that are often misspelt (see appendix for which in Year 3)</li> <li>• write from memory simple dictated sentences, including Y3 taught words and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 4)</li> <li>• spell further homophones (see appendix for which in Year 4)</li> <li>• spell words that are often misspelt (see appendix for which in Year 4)</li> <li>• write from memory simple dictated sentences, including Y4 taught words and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 5)</li> <li>• distinguish between Year 5 homophones and other words that are often confused (see appendix for Year 5 content)</li> <li>• independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically</li> </ul>	<ul style="list-style-type: none"> <li>• spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 6)</li> <li>• distinguish between Year 6 homophones and other words that are often confused (see appendix for Year 6 content)</li> <li>• spell words with silent letters</li> <li>• use knowledge of a word's origin to support spelling e.g. Greek aer (air), Greek -logia (ology – study of), Latin insul (island)</li> </ul>
Dictionary Use		<ul style="list-style-type: none"> <li>• use alphabet songs linked to an alphabet chart</li> <li>• order letter cards alphabetically</li> </ul>	<ul style="list-style-type: none"> <li>• name the letters of the alphabet in order</li> <li>• order word cards with the same first sound alphabetically</li> <li>• use first illustrated dictionaries, available in class</li> </ul>	<ul style="list-style-type: none"> <li>• use first letter to find words in a first dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use first two letters to find words in a junior dictionary</li> <li>• use a first thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• use first three letters to find words in a junior dictionary</li> <li>• use a junior thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• use first four letters to find words in a standard dictionary</li> <li>• use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• use a standard dictionary to check the spelling and meaning of words</li> </ul>

Handwriting	<ul style="list-style-type: none"> <li>hold pens and pencils with comfortable grip</li> <li>write some letters recognisably e.g. own name and m for mummy</li> <li>show a preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>hold a pencil in tripod grip in preparation for fluent writing</li> <li>use a range of small tools, including scissors, paint brushes and cutlery</li> <li>show accuracy and care when drawing</li> <li>form lower case letters correctly using print or in line with the school's handwriting progression</li> <li>develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, hold a pencil using a tripod grip</li> <li>form all lower-case letters using print or in line with the school's handwriting progression</li> <li>form all capital letters</li> <li>form digits 0-9</li> <li>know which letters belong to which handwriting families</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>use the diagonal and horizontal strokes needed to join letters</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters</li> <li>write digits of the correct size and orientation</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters, consistently</li> <li>increase the legibility, consistency of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch</li> <li>understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>increase speed when writing legibly and fluently</li> <li>decide whether or not to join specific letters</li> </ul>	<ul style="list-style-type: none"> <li>choose which shape of letter to use when given choices</li> </ul>
Terminology	letter word sound idea	capital letter full stop sentence finger spaces	singular plural punctuation question mark exclamation mark tense (regular) (irregular) (simile – 'like') (verb) (phrase)	noun noun phrase statement question exclamation command compound suffix adjective adverb verb past tense present tense present progressive past progressive (coordinating conjunction) (main clause)	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	determiner pronoun possessive pronoun adverbial reporting clause formal informal expanded noun phrase	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity rhetorical question (cohesive device)	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points (independent clause) (dependent clause) subjunctive

Text type	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-fiction			instructions	instructions information: non-chronological report chronological report	information: non-chronological report chronological report	explanatory: non-chronological report	discussion persuasive	discussion persuasive
Recount		(personal) recount	(personal) recount	(impersonal) recount	newspaper report	newspaper report	technical recount	formal recount biography/autobiography
Narrative		retelling of a familiar story	retelling of a familiar story narrative fairy tales retell	narrative fairy tales retelling of a familiar story diary myth	adventure fable dilemma myth	adventure science fiction playscripts historical	contemporary dilemma science fiction mystery legend story from a particular viewpoint play scripts	fantasy historical short stories modern retelling of a classic story/play flashback
Poetry		list poem calligram	list poem calligram question/answer poem	couplets haiku question/answer poem free verse	cinquain tanka free verse	conversation rap free verse	monologue renga	limericks kenning

## EYFS: Pre-school

	<b>Pupils will be taught... (Key learning in bold)</b>	<b>Examples of this in use</b>
Composition: planning	To use simple sentences orally.	
Composition: drafting	<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"> <li>- To know the difference between drawing and writing</li> <li>- To understand that marks can represent a drawing, writing or drawing and writing</li> <li>- To understand that writing has a purpose, e.g. labelling with a name or communicating a thought or idea.</li> </ul> <p>To write a pretend list starting at the top of the paper.</p>	<p>Teacher (pointing to marks): <i>Tell me about this...</i></p> <p>Child (drawing): <i>It's my mummy.</i></p> <p>Child (writing): <i>It <u>says</u> mummy is going to the shops.</i></p>
Word and phrase structure	To name objects / things / people and put these words orally into phrases.	<p>Look at a picture.</p> <p>Teacher: <i>What can you see?</i></p> <p>Child: <i>'brown fur', 'bottle', 'a blue bottle', 'a baby', 'a crying baby'</i></p>
Phrase and sentence structure	To verbally label objects with words and phrases.	<p>Teachers should reframe this with a focus on:</p> <ul style="list-style-type: none"> <li>- orally turning a phrase into a sentence</li> <li>- orally correcting tenses</li> </ul> <p>Child: <i>'baby cry'</i></p> <p>Teacher: <i>'Yes, that's right. The baby is crying.'</i></p> <p>Child: <i>'I goed to the park.'</i></p> <p>Teacher: <i>'You went to the park. How exciting!'</i></p> <p><i>NB: Teachers should use the 3<sup>rd</sup> person, where necessary, when talking about themselves to help them understand the subject of the sentence.</i></p>
Punctuation	To see differences in lower case and upper-case letters within their names.	
Spelling	<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"> <li>- To tap syllables in names, familiar words and nursery rhymes.</li> </ul> <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>To hold pens and pencils with comfortable grip:</p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p>To write some letters recognisably, e.g. letters from own name, m for mummy</p> <ul style="list-style-type: none"> <li>- To trace own name.</li> </ul> <p>To show a preference for a dominant hand.</p> <ul style="list-style-type: none"> <li>- To understand that one hand can be more comfortable to write with.</li> <li>- To understand that we use one hand more than the other.</li> <li>- To know which hand they work best with.</li> <li>- To use one hand consistently when holding a pencil, paintbrush and scissors.</li> <li>- To use a range of small tools, including scissors, paint brushes and pencils.</li> <li>- To know how to make different line shapes: curved, straight, vertical, horizontal and zig zag.</li> <li>- To show control when tracing and following patterns successfully when mark-making, e.g. in sand, in a tuff tray.</li> <li>- To understand the words relating to direction and line shape: up, down, round, back, curve, straight, zig zag</li> <li>- To draw a circle.</li> </ul>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p> <p>Give children a pompom or cotton wool ball to hold.</p>
Terminology	letter, word, sound, idea	

## EYFS: Reception

	Pupils will be taught... (Key learning in bold)	Examples of this in use
Composition: planning	<p><b>To say a complete sentence aloud before writing.</b></p> <ul style="list-style-type: none"> <li>- To break the flow of speech in to words.</li> <li>- To count the number of words in a sentence.</li> <li>- To talk in sentences of six* words or more.</li> <li>- To talk in longer sentences that include 'and' and 'because'.</li> <li>- To orally compose a sentence that includes descriptive words.</li> </ul> <p><b>To remember the sentence they have said aloud before writing.</b></p> <ul style="list-style-type: none"> <li>- To retell simple stories.</li> </ul>	<p>"I liked it when he ran away."</p> <p>* Schools with EAL should make this step smaller e.g. sentence of 4 words, then 5 words.</p>
Composition: drafting	<p><b>To use clearly identifiable letters to write a word that can be read by others.</b></p> <ul style="list-style-type: none"> <li>- To write CVC words.</li> <li>- To write some common exception words, spelt correctly (to, no, go, I, the, into).</li> </ul> <p><b>To write phrases and short sentences that can be read by others, in meaningful contexts.</b></p> <p>To use story telling language such as 'Once upon a time', 'One day', 'Suddenly', 'Then/next', 'Finally', 'happily ever after'.</p>	<p>*in line with the school's phonics progression and spelling progression</p>
Composition: evaluate and edit	<p>To re-read a sentence to check it makes sense.</p> <ul style="list-style-type: none"> <li>- To understand that writers read and re-read their writing to check it makes sense.</li> </ul> <p><b>To listen to or state an idea to improve writing in conversation or discussion.</b></p> <ul style="list-style-type: none"> <li>- To edit with a teacher to make phonetically plausible attempts at words.</li> <li>- To edit with a teacher to make simple additions.</li> <li>- To identify specific successes in their caption writing, with adult support.</li> </ul>	<p>I have a bus. 'Tell me the colour of your bus?' 'Shall we add that to your writing?' The bus is blue. e.g. identify a diagraph in their writing</p>
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"> <li>- To know that these describing words can be part of a sentence.</li> </ul> <p>- To use 'I' in speech when talking about themselves.</p> <ul style="list-style-type: none"> <li>- To write sentences about themselves using 'I'.</li> </ul>	<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><b>To break the flow of speech in to words.</b></p> <ul style="list-style-type: none"> <li>- To separate words with finger spaces.</li> </ul> <p><b>To write own name, label and captions.</b></p> <ul style="list-style-type: none"> <li>-To write own name (copied from name card)</li> <li>- To label pictures.</li> <li>- To write simple phrases that can be read by others.</li> </ul> <p><b>To write short sentences with words with known sound-letter correspondences</b> using a capital letter and full stop.</p> <ul style="list-style-type: none"> <li>- To orally use sequencing words, e.g. 'first, next'.</li> <li>- To sequence a series of given sentences orally.</li> <li>- To write short sentences that can be read by others.</li> </ul> <p><b>To use future tense orally.</b></p> <p>To use past tense orally.</p> <ul style="list-style-type: none"> <li>- To talk about events from the past.</li> <li>- To understand that often past tense words end in '-ed'.</li> <li>- To know that 'went' is the past tense of 'go'.</li> <li>- To use simple past tense verbs, in speech.</li> </ul>	<p><i>Pupils do not need to know the vocabulary of verbs and tenses.</i></p> <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> <p>ran, walked, drank, fell, sat, jumped, found'</p>
Punctuation	<p><b>To use a capital letter at the start of a sentence.</b></p> <ul style="list-style-type: none"> <li>- To understand that a capital letter follows a full stop.</li> </ul> <p><b>To use a full stop at the end of a sentence.</b></p> <ul style="list-style-type: none"> <li>- To understand that the purpose of a full stop is to end an idea.</li> </ul>	

	<ul style="list-style-type: none"> <li>- To know that their name starts with a capital letter.</li> <li>- To write a capital letter at the start of own name.</li> </ul>	
Spelling, including dictionary use	<p><b>To segment the sounds in simple words.</b></p> <ul style="list-style-type: none"> <li>- To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p><b>To link sounds to letters, naming and sounding the letters of the alphabet.</b></p> <p><b>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <ul style="list-style-type: none"> <li>- To represent initial sounds, using taught phonics.</li> <li>- To represent the end sound, using taught phonics.</li> <li>- To represent the medial sound, using taught phonics.</li> <li>- To use consonant blends when writing words e.g. <i>nt, ng, nk</i>.</li> <li>- To write the sounds in CVC words in the correct order.</li> <li>- To spell words using correct GPCs.</li> <li>- To write phonetically plausible attempts at multisyllabic words.</li> </ul> <p>To identify the part of common exception words where there is an unexpected GPC.</p> <ul style="list-style-type: none"> <li>-To write taught common exception words that are spelt correctly.</li> </ul> <p><b>To use alphabet songs linked to an alphabet chart.</b></p> <p><b>To order letter cards alphabetically.</b></p>	<p><i>Spelling and common exception words should be taught in line with the school's spelling and phonics progression.</i></p> <p>Model and correct common misconceptions: think (for thing), wet (for went).</p> <p>the said</p>
Handwriting	<p><b>To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</b></p> <ul style="list-style-type: none"> <li>- To know, when writing at a table, to sit on a chair with both feet flat on the floor.</li> <li>- To know, when writing at a table, to sit on a chair with their back against the back of the chair</li> <li>- To know, when writing at a table, to sit on a chair with hips directly under shoulders.</li> <li>- To know, when writing at a table, to have their elbow and forearm on table.</li> </ul> <p><b>To hold a pencil in tripod grip in preparation for fluent writing.</b></p> <ul style="list-style-type: none"> <li>- To grip a pencil between two fingers and thumb.</li> <li>- To use a comfortable grip with good control when holding pens and pencils.</li> <li>- To use one dominant for writing.</li> </ul> <p><b>To use a range of small tools, including scissors, paint brushes and cutlery.</b></p> <p><b>To begin to show accuracy and care when drawing.</b></p> <ul style="list-style-type: none"> <li>- To colour within the lines.</li> <li>- To draw common shapes, e.g. a circle, square and triangle.</li> <li>- To draw simple representations of common objects.</li> <li>- To explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.</li> </ul> <p><b>To form lower case letters correctly using print or in line with the school's handwriting progression.</b></p> <p><b>To develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p> <p><b>To separate words with spaces.</b></p> <p>To accurately trace lines (up, down, clockwise, anti-clockwise).</p> <ul style="list-style-type: none"> <li>- To make clockwise and anti-clockwise movements with a writing implement</li> <li>- To use the correct starting point for letter families.</li> <li>- To be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p').</li> <li>- To show the difference in size between lower case and upper-case letters.</li> <li>- To show clear ascenders and descenders.</li> <li>- To write letters of a similar size.</li> <li>- To keep the pencil on the page to create a continuous line, e.g. when writing 'a'.</li> </ul>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p> <p>Refer to school's handwriting phrases or rhymes</p>
Terminology	capital letter, full stop, sentence, finger spaces	

## Year One

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>
<b>Composition: planning</b>	<p><b>To say out loud what they are going to write about.</b> - To use real life experiences as a starting point for writing.</p> <p><b>To arrange ideas in sequence.</b> - <b>To plan their writing using pictures or drawings to help sequence ideas.</b> - To use known stories as a starting point for writing. - To sequence ideas within non-fiction texts.</p> <p><b>To use a simple given planning tool.</b></p> <p><b>To produce a simple flow chart to orally describe a process.</b></p>	<p>a story map, washing line</p>
<b>Composition: drafting</b>	<p><b>To compose and rehearse a sentence orally.</b></p> <p><b>To sequence sentences.</b> - To write sentences to match picture sequences. - To use familiar story language in their own writing. - To use known language to support sequencing. - To write a series of sentences to retell a known story or own narrative.</p> <p><b>To refer to given planning to ensure sequence of ideas.</b> - To use familiar plots for structuring the opening, middle and end of their own stories. - To know that a recount is in time order. - To know that instructions often have numbers to show the order of the steps. - To know that instructions can be sequenced using language such as first, next, then.</p>	<p>'Build a sentence' technique</p> <p>Introduce the language of sequencing when writing: after that, before</p> <p>Once many years ago... Jack crept up the beanstalk... One of the turnips grew and grew and grew...</p>
<b>Composition: evaluate and edit</b>	<p><b>To re-read what they have written to check it makes sense.</b> - To understand that when something makes sense it is clear and coherent. - 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. - To add missing full stops to the end of sentences.</p> <p><b>To read aloud their writing clearly enough to be heard by their peers and teacher.</b></p> <p><b>To discuss what they have written with the teacher or other pupils.</b> - To discuss their writing with the teacher to make changes. - To discuss what they have written using given sentence starters.</p>	<p>'The best word I've used is...' 'My handwriting is good because...'</p>
<b>Word structure and word class</b>	<p><b>To use plurals -s -es correctly in terms of the meaning of the word.</b> - To know that singular means one and plural is more than one. - To know that adding -s to a noun makes it plural. - To know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural.</p> <p><b>To use suffixes -ing -ed -er and -est where there is no change to the root word.</b> - To know that -er and -est are used when comparing. - To know that adding -ed or -ing changes the tense of a verb.</p> <p><b>To use prefix un- for negation.</b> - To know that when the prefix un- is added to a word it changes the meaning to be the opposite.</p> <p><b>To build compound words from known words.</b></p> <p>To know that a noun is the name of a person, place or thing; that sometimes a noun can be called a subject. - 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 pronoun is used instead of a noun, or group of nouns.</p> <p>- To understand and use regular verbs in simple present tense. - To understand and use in simple present tense - To know that a verb is a 'doing/action' word, or a 'state of being' word.</p>	<p>foot + ball = football</p> <p>Sarah, garden, school, Tesco, table, dog</p> <p>have, love, like, be, hate jump, jumped, jumping, jumper He <u>has</u> a basketball.</p>

<p>Sentence structure</p>	<p><b>To understand how words combine to make sentences.</b></p> <ul style="list-style-type: none"> <li>- To know that a simple sentence (clause) is made up of a subject (noun) and a verb (and sometimes a bit more).</li> <li>- To know the structures of different regular statements.</li> <li>- To write simple regular statements.</li> <li>- To write irregular statements.</li> <li>- To write sentences beginning with 'I'.</li> </ul> <p><b>To join words or clauses using 'and'.</b></p> <ul style="list-style-type: none"> <li>- To use 'and' to add an additional word.</li> <li>- To use 'and' to add an additional phrase.</li> <li>- To use 'and' to add detail to a main clause.</li> <li>- <b>To use 'and' to join two simple sentences.</b></li> </ul> <p>To use adjectives to describe a noun.</p> <ul style="list-style-type: none"> <li>- To know that adjectives describe nouns.</li> </ul>	<p>1. <i>Subject + verb</i> Hilary <u>yawned</u>.</p> <p>2. <i>Subject + verb + object</i> Hilary opened <u>the door</u>.</p> <p>3. <i>Subject + verb phrase</i> Hilary <u>was ready</u>. (<i>complements the verb</i>)</p> <p>4. <i>Subject + verb + adverbial</i> Hilary was <u>in London</u>. Hilary was <u>on a road</u>.</p> <p>5. <i>Subject + verb + object + object</i> Hilary gave <u>me a pen</u>.</p> <p>6. <i>Subject + verb + object + adverbial</i> Hilary put <u>the box on the table</u>.</p> <p><i>*Teacher to model using the word clause interchangeably with sentence.</i></p> <p>a) <i>add another object:</i> I like peas <u>and carrots</u>.</p> <p>a) <i>add another subject:</i> Sarah <u>and Lucy</u> went to the café.</p> <p>b) He wore trousers <u>and a woolly jumper</u>.</p> <p>c) He was tall <u>and hairy</u>.</p> <p>d) I play football and I play netball.</p> <p>The robin has a <u>red</u> chest. The jumper is blue.</p>
<p>Text structure</p>	<p><b>To sequence sentences to form short narratives.</b></p> <p><b>To sequence sentences to form a recount.</b></p> <ul style="list-style-type: none"> <li>- To write sentences in the simple present tense.</li> <li>- To write sentences in the simple past tense.</li> <li>- To use common irregular past tense verbs.</li> <li>- To know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be).</li> <li>- To know and use the different forms of the 'to have' (has, had).</li> </ul>	<p>go (went), eat (ate), swim (swam), write (wrote)</p>
<p>Punctuation</p>	<p><b>To use capital letters for names of people and the personal pronoun 'I'.</b></p> <ul style="list-style-type: none"> <li>- <b>To consistently use capital letters at the start of sentences.</b></li> </ul> <p><b>To use capital letters for the days of the week.</b></p> <p><b>To use finger spaces.</b></p> <ul style="list-style-type: none"> <li>- To separate words with spaces of a roughly consistent size.</li> </ul> <p><b>To consistently use full stops to end sentences.</b></p> <ul style="list-style-type: none"> <li>- To know that a full stop sits on the line and must be an appropriate size.</li> </ul> <p><b>To use question marks.</b></p> <ul style="list-style-type: none"> <li>- To understand that a question mark is used at the end of a sentence to show that it is a question.</li> <li>- To understand that a question mark replaces a full stop.</li> </ul> <p>To begin to use exclamation marks.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Do you feel ok Beegu? Are you sad?</p> <p>My favourite bit was lunch! Help me! he shouted.</p>
<p>Spelling, including dictionary use</p>	<p><b>To spell words with 40+ phonemes.</b></p> <p><b>To spell year 1 common exception words.</b></p> <p><b>To spell the days of the week.</b></p> <p><b>To use letter names to distinguish between alternative spellings.</b></p> <p><b>To know the rule to spell -s and -es plurals.</b></p> <p><b>To write dictated sentences with sounds and words learnt.</b></p> <p><b>To correctly spell words with the un- prefix.</b></p> <p><b>To write words with the suffixes -ed and -ing, where there are no changes to the root word.</b></p> <p><b>To write words with the suffixes -er and -est, where there are no changes to the root word.</b></p> <p>To divide words in to syllables.</p> <p><b>To name the letters of the alphabet in order.</b></p> <p><b>To order word cards with the same first sound alphabetically.</b></p>	<p><i>Spelling and common exception words should be taught in line with the school's spelling and phonics progression.</i></p> <p>Cover Y1 National Curriculum words as well as those within your school's phonics programme.</p> <p>I love your <u>cats</u>. The <u>foxes</u> were in the garden at night.</p> <p>unhappy, undo, unkind, untie, unlock</p> <p>played, playing, eating, jumped, jumping, painted, painting</p> <p>fast, faster, fastest, big, bigger, biggest, small, smaller, smallest</p>

	To use first illustrated dictionaries, available in class.	
Handwriting	<p>To form lower case letters using print or in line with the school's handwriting progression. -To form letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters, starting at the top.</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> <p>To know which letters belong to which handwriting 'families'.</p>	*See school's handwriting progression linked to phonics and handwriting schemes
Terminology	singular, plural, punctuation, question mark, exclamation mark, tense, (regular), (irregular), (verb), (phrase)	

## Year Two

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>								
<b>Composition: planning</b>	<p><b>To plan what they are going to write about.</b> To write down their own ideas.</p> <p><b>To plan to use key words and new vocabulary in writing.</b></p> <p><b>To use a simple given planning tool.</b></p> <p><b>To produce a flow chart to show a process or after a practical activity.</b></p> <p><b>To understand the audience and purpose for their writing.</b>                      - To know that the audience is the reader of their writing.                      - To know that the purpose is the reason for writing.                      - To know the purpose of writing.</p> <p>To write down ideas in note form.                      - To compose and rehearse sentences orally, including dialogue and changing notes in to sentences.</p>	<p>Use scaffolded planning techniques as taught to record key ideas and vocabulary.</p> <p>Story grid</p> <table border="1" data-bbox="1908 541 2546 741"> <thead> <tr> <th colspan="2" style="text-align: left;">Key Stage 1 Genre Snippet</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">Who is my reader?</td> <td></td> </tr> <tr> <td>Why am I writing?</td> <td></td> </tr> <tr> <td>What am I writing?</td> <td></td> </tr> </tbody> </table>	Key Stage 1 Genre Snippet		Who is my reader?		Why am I writing?		What am I writing?	
Key Stage 1 Genre Snippet										
Who is my reader?										
Why am I writing?										
What am I writing?										
<b>Composition: drafting</b>	<p><b>To encapsulate what they want to say, sentence by sentence</b></p> <p><b>To write narratives about personal experiences and those of others (real and fictional).</b></p> <p><b>To know that narratives include extra details to interest the reader.</b>                      - To include extra details to set a scene.                      - To give extra details about what is happening.</p> <p><b>To write about real events.</b></p> <p>To write simple poetry.</p> <p>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.</p>	<p>'Hold a sentence' technique</p> <p>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</u> and the birds were <u>flying all around us!</u></p> <p>crazy caterpillars fabulous pharaohs</p>								
<b>Composition: evaluate and edit</b>	<p><b>To re-read to check that verbs to indicate time are used correctly and consistently.</b>                      - To re-read to check that their writing makes sense and that the correct tense is used throughout.                      - To edit and improve writing by strengthening the use of verbs, nouns, adjectives and adverbs.</p> <p><b>To re-read to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark.</b>                      - To re-read to check that all sentences start with a capital letter and end with a full stop.</p> <p><b>To read aloud their writing with appropriate intonation to make their writing clear.</b>                      - To read aloud their writing, pausing at punctuation, as a way to check writing.</p> <p><b>To evaluate their writing with the teacher or other pupils and make additions, revisions or corrections.</b>                      - To know that an addition is when a word or phrase is added.                      - To know that a correction can be made to a spelling/punctuation or sentence structure.                      - To know that a revision is a change in vocabulary or sentence structure that improves the writing.                      - To evaluate their writing with others to make revisions.                      - To evaluate their writing with others to make additions.                      - To evaluate their writing with others to make corrections.</p> <p>To proof read to check for errors in spelling, grammar and punctuation.</p>									
<b>Word structure and word class</b>	<p><b>To use the suffixes -ness and -ment (to form nouns).</b>                      - To know different types of nouns: proper noun, pronoun.</p> <p><b>To use the suffixes -ful and -less to form adjectives.</b>                      - 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.</p>	<p>happiness, enjoyment</p> <p>playful, helpless</p>								

	<p><b>To use two adjectives to describe a noun.</b>          -To use adjectives to specify.          - To know that when one or more adjectives describe a noun this is called a (an expanded) noun phrase.</p> <p><b>To use -ly to turn adjectives in to adverbs for description.</b>          - To know that an adverb can describe a verb.          - To use adverbs that end in -ly to describe how something happens/happened.</p>	<p>Wesley had <u>short, brown</u> hair.</p> <p>slow &gt; slowly  <u>Sadly</u> it was time to go home.          His teacher was stomping <u>loudly</u> like a lion.</p>
Sentence structure	<p><b>To know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</b></p> <p><b>To use coordination: but, so, or</b>  <b>To write sentences using 'but', 'so', 'or' to join clauses.</b>          - To use 'but' to join a clause to another clause when ideas are unexpected or the opposite.          - To use 'so' to join a clause to another clause to show the effect of a decision.          - To use 'or' to join a clause to a word, phrase or another clause, when ideas are different or a choice.</p> <p><b>To use subordination: when, if, that, because</b>  <b>To write sentences using 'when', 'if', 'that', 'because' to join clauses.</b>          - To use 'when' to join a clause to another clause when two ideas are joined in time.          - To use 'if' to join a clause to another clause to show that something must happen before another thing can happen.          - To use 'that' to add more detail to a clause.          - To use 'because' to join clauses when giving a reason.</p> <p><b>To use noun phrases for description and specification.</b>          - To know that a phrase is a small group of words.          - To know the different ways that adjectives can be included in sentences.</p> <p><b>To identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</b>          - To know that exclamation sentences start with 'how' or 'what', and must include a verb.          - To know that commands tell the reader to do something (instructions).          - To know that commands start with imperative verbs.          - To know that questions start with who, what, where, when, why, how, or a verb (e.g. are, have, can).          - To know that questions often have an answer.          - To know that statements express a fact, idea or opinion.          - To identify the structure of statements, exclamations, questions, commands          - To give a simple reason why a sentence is a statement, exclamation, question or command.</p>	<p>I did enjoy my food <u>but</u> I wish I didn't have carrots in my lunchbox.          It was a long journey <u>so</u> I'm really tired now.          We had a choice of playing games outside <u>or</u> playing inside.</p> <p>Lizzie was fast asleep <u>when</u> the flood storm came.          Take it out of the oven <u>if</u> it is brown on top.          We saw a ship <u>that</u> was huge.          I don't like getting wet <u>because</u> I don't like getting my hair messed up.</p> <p>I stepped off the <u>huge, metal</u> train and I saw Hagrid.          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><b>To sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).</b></p> <p><b>To make a correct choice of simple present tense.</b>  <b>-To use past and present tense consistently.</b>          - To ensure subject and verbs agree when writing.</p> <p><b>To use present progressive to mark actions in progress.</b>          - To know that the present progressive is used to describe an ongoing action, using is / are 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>
Punctuation	<p><b>To use commas to separate items in a list.</b>          -To use the word 'and' before the last item in a list.          - To understand that commas are used to separate adjectives in a noun phrase.</p> <p><b>To use apostrophes for contractions.</b>          - 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 negative contractions.</p> <p><b>To use apostrophes for singular possession.</b>          - 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> <p><b>To use exclamation marks.</b></p>	<p>We saw <u>beetles, birds, flowers and trees</u> in our school garden.          The <u>large, brown</u> dog ran along the road.</p> <p>Please <u>don't</u> shout at me.          he's, you've, I've, they're, she's it's          we're, they're, they've          I am not... &gt; I'm not..., Are we not... &gt; Aren't we...</p> <p>The <u>cow's</u> udder          James' bag</p>

	<p>- To understand that an exclamation mark is used at the end of an exclamatory sentence.  - 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 use capital letters for months of the year.</p> <p>To write commands with a full stop.</p>	<p>What a lovely day that was!  Wow!      You are amazing!      Come here now!</p> <p>Finish your dinner.</p>
<p>Spelling, including dictionary use</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 2 common exception words.</p> <p>To spell contracted word forms (apostrophes).</p> <p>To add suffixes -ment, -ness, -ful, -less, -ly.</p> <p>To add -es to words ending in y.  To add -ed, 'ing, -er, -est to words ending in 'y' with a consonant before.  To add -ed, 'ing, -er, -est and -y to words ending in 'e' with a consonant before.  To add -ed, 'ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</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>	<p><i>Spelling and common exception words should be taught in line with the school's spelling and phonics progression.</i></p> <p>their, they're, there; here, hear; sea, see; bare, bear; one, won; sun, son; be, bee; to, too, two; blue, blew; night, knight; quiet, quite; where, wear; which, witch</p> <p>Cover Y2 National Curriculum words as well as those within your school's phonics programme.</p> <p>marry &gt; marrying, married; happy &gt; happier, happiest; dry &gt; drying, dried  wide &gt; wider, widest; make &gt; making, bake &gt; baked  sit &gt; sitting; thin &gt; thinner; plan &gt; planning; sun &gt; sunny</p>
<p>Handwriting</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.  - To form capital letters of the correct size, relative to each other.</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>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p>
<p>Terminology</p>	<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 Three

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>																		
<b>Composition: planning</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- To plan to use the identified features associated with the genre of writing</li> </ul> <p><b>To discuss and record ideas and vocabulary.</b></p> <ul style="list-style-type: none"> <li>- To use ideas from modelled examples to plan their writing.</li> <li>- To use vocabulary from modelled examples to plan their writing.</li> <li>- To identify ideas and vocabulary from more than one high quality writing example.</li> <li>- To use ideas and vocabulary from their own reading to plan their writing.</li> <li>- To compose and rehearse sentences orally, including dialogue.</li> </ul> <p><b>To identify the audience and the purpose for their writing.</b></p> <p><b>To use a simple given planning tool.</b></p> <ul style="list-style-type: none"> <li>- To plan a narrative using a three-part plan to support plot development.</li> <li>- To use scaffolded planning to organise their writing into paragraphs around a theme.</li> </ul> <p><b>To make detailed notes to explain stages of a process.</b></p>	<p>e.g. address the reader directly using rhetorical questions</p> <div data-bbox="1911 449 2359 674" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Lower Key Stage 2 Genre Snippet</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Audience - <i>Who is my reader?</i></td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;">Purpose - <i>Why am I writing?</i></td> <td></td> </tr> <tr> <td style="padding: 2px;">Genre - <i>Which genre best suits my reason for writing and reader?</i></td> <td></td> </tr> </table> </div> <p>basic genre snippet, story mountain, spidergrams</p>	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>																				
<b>Composition: drafting</b>	<p><b>To follow their own notes and plans.</b></p> <ul style="list-style-type: none"> <li>- To write a five-stage narrative, based on own plan.</li> <li>- To include introductions/openings.</li> <li>- To include conclusions/endings that refer back to the introduction/opening.</li> <li>- To write introductions and conclusions that directly address the reader.</li> </ul> <p><b>To describe real and imaginary settings using varied and rich vocabulary.</b></p> <ul style="list-style-type: none"> <li>- To develop settings for narratives by including details relating to the five senses.</li> </ul> <p><b>To describe known and imaginary characters using varied and rich vocabulary.</b></p> <ul style="list-style-type: none"> <li>- To add detail to describe a character's appearance and behaviour.</li> </ul> <p>To know that a plot is a sequence of events in a narrative.</p>																			
<b>Composition: evaluate and edit</b>	<p><b>To proof read to check for spelling and punctuation errors.</b></p> <p><b>To assess the effectiveness of their own and others' writing and suggest improvements.</b></p> <ul style="list-style-type: none"> <li>- To improve a passage with the teacher or other pupils.</li> <li>- To identify what improvements need to be made to their writing.</li> </ul> <p><b>To propose changes to grammar and vocabulary to improve consistency.</b></p> <ul style="list-style-type: none"> <li>- To re-write sentences to improve the coherence.</li> <li>- To understand the purpose of redrafting.</li> <li>- To know different ways to improve/revise sentences.</li> </ul>																			
<b>Word structure and word class</b>	<p><b>To use noun prefixes (see spelling appendix 1).</b></p> <ul style="list-style-type: none"> <li>- To know that a prefix goes before a root word and changes its meaning.</li> </ul> <p><b>To use a/an according to the noun.</b></p> <ul style="list-style-type: none"> <li>- To know that the vowels are a, e, i, o, u.</li> <li>- To know that there are 21 consonant letters.</li> <li>- To know that when the initial sound of a noun is a vowel sound the determiner to use is 'an'.</li> <li>- To know that when the initial sound of a noun is a consonant sound the determiner to use is 'a'.</li> <li>- To know that when the initial sound of an adjective (within a noun phrase) is a vowel sound the determiner is 'an'.</li> <li>- To know that when the initial sound of an adjective (within a noun phrase) is a consonant sound the determiner is 'a'.</li> </ul> <p><b>To identify word families related to common words, and use in context.</b></p> <ul style="list-style-type: none"> <li>- To know that word families are groups of words that have a common feature, pattern or meaning.</li> <li>- To know that words within word families have the same root word or part of the root word.</li> <li>- To know that words within the word family will have linked, but different, meanings and word class.</li> </ul>	<p>legal &gt; illegal</p> <p>an elephant    a triangle</p> <p>an electrician, an hour, an honest man  a chimney, a television  an open box  a tasty apple</p> <div data-bbox="2300 1606 2567 1837" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Vowels</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border: 1px solid black; padding: 2px;">Long Vowels</td> <td style="text-align: center; border: 1px solid black; padding: 2px;">Short Vowels</td> <td style="text-align: center; border: 1px solid black; padding: 2px;">Other Vowels</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">long a cake</td> <td style="border: 1px solid black; padding: 2px;">short a cat</td> <td style="border: 1px solid black; padding: 2px;">other u put</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">long e keep</td> <td style="border: 1px solid black; padding: 2px;">short e bed</td> <td style="border: 1px solid black; padding: 2px;">oo sound soon</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">long i bike</td> <td style="border: 1px solid black; padding: 2px;">short i sit</td> <td style="border: 1px solid black; padding: 2px;">aw sound dog</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">long o home</td> <td style="border: 1px solid black; padding: 2px;">short o top</td> <td style="border: 1px solid black; padding: 2px;">oi sound join</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">long u cute</td> <td style="border: 1px solid black; padding: 2px;">short u sun</td> <td style="border: 1px solid black; padding: 2px;">ow sound down</td> </tr> </table> </div> <p>play = playful, display, replay, played, playing, player, playfully, misplay</p>	Long Vowels	Short Vowels	Other Vowels	long a cake	short a cat	other u put	long e keep	short e bed	oo sound soon	long i bike	short i sit	aw sound dog	long o home	short o top	oi sound join	long u cute	short u sun	ow sound down
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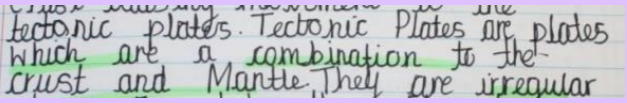
<p>Sentence structure</p>	<p><b>To express time, place and cause, using conjunctions, adverbs or prepositions.</b></p> <ul style="list-style-type: none"> <li>- To use conjunctions to link cause and effect.</li> </ul> <p><b>To use a wider range of coordinating conjunctions, e.g. for, yet, nor.</b> To understand the meaning linked to coordinating conjunctions (e.g. <i>so</i> = link a subsequent action; <i>and</i> = additional action; <i>or</i> = offer alternatives; <i>but</i> = link a contradiction; <i>for</i> = give a reason why; <i>yet</i> = show contrast/opposites; <i>nor</i> = negative statement).</p> <p><b>To identify clauses in sentences.</b></p> <ul style="list-style-type: none"> <li>- To know that a main clause is part of the sentence that is a complete idea, and contains a subject and verb.</li> <li>- 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.</li> <li>- To know that a subordinate clause begins with a subordinating conjunction.</li> <li>- To understand that subordinate clauses can come at the start and at the end of a sentence.</li> </ul> <p><b>To use a wider range of subordinate conjunctions, e.g. although, as, since.</b></p> <ul style="list-style-type: none"> <li>- To use phrases linked to subordination, e.g. <i>so that</i>, <i>even though</i>.</li> <li>- To understand that different subordinating conjunctions have different meanings (e.g. <i>after</i>, <i>as soon as</i>, <i>before</i>, <i>once</i>, <i>when</i>, <i>whenever</i>, <i>while</i> = expressing time; <i>although</i>, <i>even though</i>, <i>though</i>, <i>whereas</i> = giving comparisons; <i>because</i>, <i>as</i>, <i>since</i>, <i>so that</i> = cause and effect; <i>if</i>, <i>unless</i>, <i>even if</i> = conditional; <i>where</i>, <i>wherever</i> = place).</li> <li>- To use adverbs to show how, when and where something happened, e.g. then, next, soon, therefore.</li> <li>- To know that an adverbial phrase is a group of words that act as an adverb and modify the main clause of a sentence.</li> <li>- To know that adverbial phrases help to add more information (place, purpose, time) to a sentence and help the reader have a greater understanding.</li> </ul> <p><b>To use prepositions to give more information about where or when.</b></p> <ul style="list-style-type: none"> <li>- To understand that prepositions give information describing the relationship between two things.</li> <li>- To know that prepositions for place give more information about where something is/was, e.g. before, after, during.</li> <li>- To know that prepositions for time give more information about when something happens/happened, e.g. in, behind, beside.</li> <li>- To use prepositions to give more information about cause, e.g. because of, due to, although.</li> </ul>	<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>for</u> he could not turn back now. The bear gauged on piles of fruit <u>yet</u> his appetite did not decrease.</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. <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><u>Behind the tree</u> the boy crouched and whimpered. <u>Early that morning</u> Samuel suddenly awoke.</p>
<p>Text structure</p>	<p><b>To create settings, develop characters and plots in narratives.</b></p> <ul style="list-style-type: none"> <li>- To include details for interest or humour.</li> </ul> <p><b>To use simple organisational devices, such as headings and subheadings in non-narrative.</b></p> <ul style="list-style-type: none"> <li>- To know that headings and subheadings summarise the content of paragraph/text.</li> <li>- To use headings and subheadings to aid presentation.</li> <li>- To know that in non-fiction several paragraphs can be grouped under one subheading.</li> </ul> <p><b>To use paragraphs to group related sentences.</b></p> <ul style="list-style-type: none"> <li>- To use facts, provided by the teacher, to sequence ideas within a paragraph.</li> <li>- To organise ideas into paragraphs that are sequenced in a logical way.</li> <li>- To organise ideas into paragraphs with each paragraph making a different point.</li> </ul> <p><b>To use paragraphs to show change in place or time.</b></p> <ul style="list-style-type: none"> <li>- To understand that a new paragraph is needed in narrative when there is a change of time, setting, theme or character.</li> <li>- To write paragraphs which contain linked ideas.</li> </ul> <p><b>To use present perfect form of verbs instead of simple past.</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- To know that perfect tenses are formed by adding a ‘helper’ part of the verb to have.</li> </ul> <p><b>To use past progressive to mark actions in progress.</b></p> <ul style="list-style-type: none"> <li>- To know that the past progressive is used to describe an ongoing action in the past, using was / were and the suffix -ing for verbs.</li> <li>- To maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.</li> <li>- To understand that the progressive tense is shown by two verbs working together.</li> <li>- To know that progressive tenses are formed by adding a ‘helper’ part of the verb to be</li> </ul>	<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>He <u>was</u> sitting still when they cut his hair.</p>

<b>Punctuation</b>	<p><b>To use inverted commas to punctuate direct speech.</b>  - 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> <p><b>To use apostrophes for regular plural possession.</b>  - To know that where there is plural possession and the word ends in 's', then just the apostrophe is added.</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>the children's classroom      the girls' jumpers      the foxes' tails</p>
<b>Spelling, including dictionary use</b>	<p><b>To spell using prefixes and suffixes correctly, understanding how to add them</b> (e.g. un, dis, mis, re, ment, ness, ful, ly) <b>including suffixes where the root word has to change</b> (e.g. double consonant rule) (see appendix for Year 3 content).</p> <p><b>To spell further homophones</b> (see appendix for Year 3 content).</p> <p><b>To spell words that are often misspelt</b> (see appendix for Year 3 content).</p> <p><b>To write from memory simple dictated sentences, including Year 3 taught words and punctuation.</b></p> <p><b>To use the first 2 letters to find words in a junior dictionary.</b></p> <p><b>To use a first thesaurus.</b>  - To understand that different words can have similar meanings.</p>	<p><i>Spelling and common exception words should be taught in line with the school's spelling and phonics progression.</i></p>
<b>Handwriting</b>	<p><b>To use the diagonal and horizontal strokes that are needed to join letters.</b></p> <p><b>To increase the legibility and consistency of their handwriting.</b>  - To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p>
<b>Terminology</b>	<p><b>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</b></p>	




## Year Four

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>																									
<b>Composition: planning</b>	<p><b>To identify independently what can be learnt from the structure, vocabulary and grammar of writing similar to that which they are planning to write.</b></p> <ul style="list-style-type: none"> <li>- To use ideas from their own reading and modelled examples to plan their writing.</li> <li>- To identify which sentence structures are needed to make their writing successful for both fiction and non-fiction texts.</li> <li>- To identify which grammatical features are needed to make their writing successful.</li> <li>- To identify vocabulary which is fit for the purpose of their writing.</li> </ul> <p><b>To find, identify and draw on examples of how authors have developed characters and settings when planning narratives.</b></p> <p>To identify how authors have developed characters and settings. To draw on examples of how authors have developed characters and settings.</p> <p><b>To use a wider variety of planning tools linked to genre.</b></p> <p><b>To rehearse dialogue.</b></p>	<p>post- it planning for paragraphing</p>																									
<b>Composition: drafting</b>	<p><b>To select appropriate vocabulary from planning, understanding how choices can change and enhance meaning.</b></p> <ul style="list-style-type: none"> <li>- To make deliberate ambitious word choices to add detail and interest.</li> </ul> <p><b>To use similes and metaphors to enhance description and create atmosphere.</b></p> <ul style="list-style-type: none"> <li>-To know that a simile is when the subject is compared to something else, using like or as.</li> <li>-To know that a metaphor is when a word or a phrase is used to describe the subject as if it were something else, often using is/are/were.</li> </ul> <ul style="list-style-type: none"> <li>- To write a story in which a plot is developed.</li> <li>- To know strategies to use when writing narratives that add pace to a plot.</li> </ul>	<p>That afternoon, <u>the sun shone like a firework</u>.</p> <p>As he walked home sadly, <u>his feet were heavy lumps of clay</u></p> <p>e.g. a series of short sentences, precise verb choice, describing what characters are doing</p>																									
<b>Composition: evaluate and edit</b>	<p><b>To proof read to check for spelling and punctuation errors.</b></p> <ul style="list-style-type: none"> <li>- To understand that proof reading is an ongoing process used throughout writing and on completion of writing.</li> <li>- To proof read to check for incorrect verb inflections linked to Standard English.</li> </ul> <p><b>To assess the effectiveness of their own and others' writing and suggest improvements.</b></p> <ul style="list-style-type: none"> <li>- To discuss and propose changes, with a focus on audience and purpose.</li> </ul> <p><b>To propose changes to grammar and vocabulary to improve consistency, including appropriate choice of pronoun.</b></p> <ul style="list-style-type: none"> <li>- To edit work by changing nouns or pronouns for clarity and cohesion.</li> <li>- To edit writing by making revisions to vocabulary to add interest and enhance meaning.</li> <li>- To redraft writing to aid coherence by changing sentence structures.</li> </ul>	<p>use of 'was' and 'were'</p>																									
<b>Word structure and word class</b>	<p><b>To understand the difference between plural and possessive 's'.</b></p> <p><b>To understand the 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.</b></p> <ul style="list-style-type: none"> <li>- To use standard English verb inflections accurately.</li> </ul> <p><b>To identify, select and effectively use pronouns.</b></p> <ul style="list-style-type: none"> <li>- To know that possessive pronouns show when something belongs to someone.</li> <li>- To know the types of pronouns: personal, reflective, indefinite, and possessive.</li> </ul> <p><b>To know that 'the', 'a' and 'an' are types of determiners.</b></p> <ul style="list-style-type: none"> <li>- To know that a determiner comes before a noun (or an adjective within a noun phrase) to introduce it.</li> </ul>	<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.</p> <table border="1" data-bbox="1905 1535 2377 1797"> <thead> <tr> <th colspan="3">Personal and Reflective Pronouns</th> <th colspan="2">Indefinite and Possessive Pronouns</th> </tr> <tr> <th></th> <th>Singular</th> <th>Plural</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>1st Person</td> <td>I, me, myself</td> <td>we, us, ourselves</td> <td>anyone, anybody,</td> <td>both, few, may, several, our,</td> </tr> <tr> <td>2nd Person</td> <td>You, yourself</td> <td>you, yourselves</td> <td>anything, each, either,</td> <td>your, their, ours, yours, theirs</td> </tr> <tr> <td>3rd Person</td> <td>she, her, he, him, it, himself, herself, itself</td> <td>they, them, themselves</td> <td>everyone, no one, nothing, one, somebody, my, your, her, mine, his, hers</td> <td></td> </tr> </tbody> </table>	Personal and Reflective Pronouns			Indefinite and Possessive Pronouns			Singular	Plural	Singular	Plural	1st Person	I, me, myself	we, us, ourselves	anyone, anybody,	both, few, may, several, our,	2nd Person	You, yourself	you, yourselves	anything, each, either,	your, their, ours, yours, theirs	3rd Person	she, her, he, him, it, himself, herself, itself	they, them, themselves	everyone, no one, nothing, one, somebody, my, your, her, mine, his, hers	
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2nd Person	You, yourself	you, yourselves	anything, each, either,	your, their, ours, yours, theirs																							
3rd Person	she, her, he, him, it, himself, herself, itself	they, them, themselves	everyone, no one, nothing, one, somebody, my, your, her, mine, his, hers																								

<p>Sentence structure</p>	<p><b>To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</b></p> <ul style="list-style-type: none"> <li>- To use adjectives to modify noun phrases and provide clarity for the reader, e.g. emotions/feelings, texture, character.</li> <li>- To use nouns for precision.</li> <li>- To know the different types of noun: common, collective and abstract.</li> <li>- To know that a collective noun is the term used to show a group of something.</li> <li>- To know that an abstract noun refers to something that you cannot see, hear, smell, taste or touch.</li> <li>- To develop noun phrases using prepositional phrases to modify the noun.</li> <li>- To explain the impact that the modified noun phrase has on the sentence.</li> </ul> <p><b>To use fronted adverbials.</b></p> <ul style="list-style-type: none"> <li>- To know that an adverbial phrase tells the reader about the time, reason, manner or place in which something happened.</li> <li>- To write fronted adverbials at the start of a sentence, using a comma to separate it from the main clause.</li> <li>- To use fronted adverbials to link ideas across paragraphs.</li> </ul> <p>To use subordinate clauses at the start and end of sentences.</p> <ul style="list-style-type: none"> <li>- To use a wider range of subordinate conjunctions: even though, since, unless, until, while.</li> <li>- To understand the meaning of different subordinate conjunctions and clauses, and select the appropriate one according to context.</li> <li>- To use different sentence structures, orally composing alternatives and selecting from these according to the effect created.</li> </ul> <p>To give more detail about what a character is doing while speaking.</p>	<p><u>the heroic soldier with an unbreakable spirit</u> The <u>elegant</u> swan glided gracefully across the <u>wide mountain</u> lake. <u>burglar</u> rather than man                      <u>bungalow</u> rather than house</p> <p>a flock of sheep, a family, a team, a murder of crows sadness, fear, desire, trust, childhood an old, cloudy bottle <u>with a message in</u> The <u>efficient emergency nurse</u> helped the patient onto a bed. <i>Efficient tells us how good the nurse is at their job.</i></p> <p><u>Patiently waiting by the harbour</u>, the people gazed at the horizon. Back at the bakery, ...</p> <p><u>While driving home from work</u>, I heard the bad news. or... I heard the bad news <u>while driving home from work</u>. I was still hungry <u>even though I had eaten all of my dinner</u>.</p> <p>“Yes,” she cried <u>loudly, waving her arms in the air</u>.</p>
<p>Text structure</p>	<p><b>To identify structure, suitable for the given audience and purpose.</b></p> <p><b>To select appropriate simple organisational devices in non-narrative.</b></p> <p><b>To use paragraphs to organise ideas around a theme.</b></p> <ul style="list-style-type: none"> <li>- To understand that a theme is an overarching concept, meaning or idea.</li> <li>- To consistently organise writing into paragraphs around a theme for cohesion and to aid the reader.</li> <li>- To start a new paragraph when a new speaker says something.</li> <li>- To consistently choose nouns or pronouns to aid cohesion and avoid repetition.</li> </ul>	<p>e.g. numbered lists, text boxes</p> <p>Themes can be shown through techniques such as characterisation, setting and motifs.</p> <p><i>When writing using multiple characters ensure it is clear whom the pronouns are referring to.</i></p>
<p>Punctuation</p>	<p><b>To use other punctuation to indicate direct speech.</b></p> <ul style="list-style-type: none"> <li>- To begin direct speech with a capital letter.</li> <li>- To include all end punctuation within the inverted commas.</li> <li>- To use a comma to separate the reporting clause.</li> <li>- To use punctuation after direct speech to separate details about what a character is doing.</li> <li>- To know that indirect speech (reported speech) is when you say / summarise what another is saying rather than quoting it exactly.</li> <li>- To know indirect speech does not require inverted commas.</li> </ul> <p><b>To use apostrophes for irregular plural possession.</b></p> <ul style="list-style-type: none"> <li>- To consistently use apostrophes for singular and plural possession.</li> <li>- To know that an apostrophe can be used before and after the ‘s’ when showing plural possession.</li> <li>- To proofread and correct misplaced apostrophes when used as a plural.</li> </ul> <p><b>To use a comma to mark fronted adverbials.</b></p> <ul style="list-style-type: none"> <li>- To know that a comma is used to separate clauses.</li> <li>- To use a comma after a subordinate clause at the start of a sentence.</li> </ul>	<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>
<p>Spelling, including dictionary use</p>	<p><b>To spell using further prefixes and suffixes correctly, understanding how to add them</b> (see appendix for Year 4 content).</p> <p><b>To spell further homophones</b> (see appendix for Year 4 content).</p> <p><b>To spell words that are often misspelt</b> (see appendix for Year 4 content).</p> <p><b>To write from memory simple dictated sentences, including Year 4 taught words and punctuation.</b></p> <p><b>To use the first 3 letters to find words in a junior dictionary.</b></p> <p><b>To use a junior thesaurus.</b></p> <ul style="list-style-type: none"> <li>- To understand that different words can have opposite meanings.</li> </ul>	<p><i>Spelling and common exception words should be taught in line with the school’s spelling and phonics progression.</i></p>

Handwriting	<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, e.g. b, p, g, q, y, j, x, z.</p>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p> 
Terminology	determiner, pronoun, possessive pronoun, adverbial, reporting clause, formal, informal, expanded noun phrase	

## Year Five

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>																																			
<b>Composition: planning</b>	<p><b>To plan and select the appropriate form suited to the given audience and purpose.</b></p> <ul style="list-style-type: none"> <li>- To plan their writing by using other similar writing as models for their own.</li> <li>- To understand that some writing will have more than one purpose.</li> </ul> <p><b>To note and develop initial ideas, drawing on reading of other authors, and research.</b></p> <ul style="list-style-type: none"> <li>- To identify how authors develop characters in books'</li> <li>- To note and link key ideas from pieces of research.</li> </ul> <p><b>To decide on the most efficient planning tools/methods to use.</b></p> <ul style="list-style-type: none"> <li>- To know why particular planning tools is suitable for a particular task.</li> <li>- To develop and clarify ideas through talk, noting key events and vocabulary on a written plan.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; font-size: small;">Upper Key Stage 2 Snippet</td> </tr> <tr> <td style="width: 20%;">Audience</td> <td colspan="4"></td> </tr> <tr> <td>Purpose</td> <td colspan="4"></td> </tr> <tr> <td>Genre</td> <td style="font-size: x-small;">Formality <i>How formal does my piece of writing need to be? - (Draw the Arrows)</i></td> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td colspan="5" style="text-align: center; font-size: x-small;"> <b>Choices - What choices will I make as a writer?</b>  <small>(Remember choices/success criteria link to context)</small> </td> </tr> <tr> <td style="font-size: x-small;">Content (Ideas to be included)</td> <td style="font-size: x-small;">Grammar (Sentence Structure, Punctuation / Verb tenses)</td> <td style="font-size: x-small;">Vocabulary (New vocabulary or topic specific vocabulary)</td> <td style="font-size: x-small;">The Writing Process (Do I need to plan, draft, redraft, edit + proof read?)</td> <td style="font-size: x-small;">Organisation (How will I layout my writing?)</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>boxing up a non-fiction text, chunking a known fiction text</p>	Upper Key Stage 2 Snippet					Audience					Purpose					Genre	Formality <i>How formal does my piece of writing need to be? - (Draw the Arrows)</i>				<b>Choices - What choices will I make as a writer?</b> <small>(Remember choices/success criteria link to context)</small>					Content (Ideas to be included)	Grammar (Sentence Structure, Punctuation / Verb tenses)	Vocabulary (New vocabulary or topic specific vocabulary)	The Writing Process (Do I need to plan, draft, redraft, edit + proof read?)	Organisation (How will I layout my writing?)					
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<b>Composition: drafting</b>	<p><b>To select appropriate grammar, understanding how choices can change and enhance meaning.</b></p> <ul style="list-style-type: none"> <li>- To create detailed descriptions of settings.</li> <li>- To create atmosphere by using specific vocabulary and grammar.</li> <li>- To convey character through the use of description and dialogue.</li> </ul> <p>To write non-fiction texts using a wider range of organisational devices and layouts: bullet points, headings and underlining</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, humour or to persuade.</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>																																			
<b>Composition: evaluate and edit</b>	<p><b>To ensure consistent and correct use of tense.</b></p> <p><b>To ensure correct subject verb agreement.</b></p> <p><b>To proof read throughout the writing process to check for spelling and punctuation errors.</b></p> <p><b>To propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing.</b></p> <ul style="list-style-type: none"> <li>- To determine if writing is effective and matches its audience and purpose.</li> <li>- To edit their work to make changes to the vocabulary or grammar, ensuring clarity for the reader.</li> <li>- To redraft their work to make changes to the structure, ensuring clarity for the reader.</li> </ul>																																				
<b>Word structure and word class</b>	<p><b>To convert nouns or adjectives to verbs using suffixes.</b></p> <p><b>To use verb prefixes.</b></p> <ul style="list-style-type: none"> <li>- To understand that verb prefixes can be used to make antonyms.</li> </ul> <p><b>To identify further differences between standard English forms of verb inflections, compared to local spoken form and use in context.</b></p>	<p>legal &gt; illegal                      construct &gt; deconstruct</p> <p>would have/would of, I was sitting/I was sat, I was standing/I was stood</p>																																			
<b>Sentence structure</b>	<p><b>To use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.</b></p> <ul style="list-style-type: none"> <li>- <b>To use relative clauses, that have an omitted relative pronoun.</b></li> <li>- To understand that a relative clause adds further information about the subject of the sentence.</li> <li>- To know that a relative clause is a type of subordinate clause.</li> <li>- To use relative clauses at the end of sentences and embedded within sentences.</li> <li>- To use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that).</li> <li>- 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.</li> <li>- To understand that 'which' is used for adding non-essential/non-defining information, whereas 'that' is used for explaining a particular detail.</li> </ul> <p><b>To indicate degrees of possibility with adverbs and modal verbs.</b></p> <ul style="list-style-type: none"> <li>- To know that adverbs can be used to indicate degrees of possibility linked to the verb.</li> <li>- To understand that modal verbs indicate likelihood or possibility.</li> <li>- To understand that could of/should of/would of is a common misspelling of could have/should have/would have.</li> </ul> <p>To create and punctuate multi-clause sentences using a range of sentence starters, e.g. -ed openings.</p>	<p>I don't like the girl <u>who lives next door to me</u>.</p> <p>Professor Scriffle, <u>a famous inventor</u>, had made a new discovery.</p> <p>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.</p> <p>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>The sky turned dark so <u>surely</u> it was going to rain.</p> <p>Sophie <u>should</u> have made the jump but she slipped.</p> <p>He could have caught the ball. &gt; He could've caught the ball.</p> <p><u>Exhausted from the race</u>, Sam collapsed in a heap.                      ISPACE, DADWAVERS</p>																																			

Text structure	<p><b>To integrate dialogue to convey character and advance the action, in narrative.</b></p> <ul style="list-style-type: none"> <li>- To use carefully-chosen vocabulary, with and across paragraphs, to enhance mood, clarify meaning and create pace.</li> <li>- To use the contracted form within dialogue to show character.</li> <li>- To use formal language within dialogue to show character.</li> <li>- To use vocabulary within dialogue that shows character emotion.</li> <li>- To use dialogue to show what a character(s) is doing.</li> <li>- To use dialogue to show what a character(s) may do next.</li> <li>- To suggest that something is going to happen within and across paragraphs by using ‘foreshadowing’.</li> </ul> <p><b>To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining.</b></p> <ul style="list-style-type: none"> <li>- To use bullet points to list single items.</li> <li>- To use underlining to identify headings, subheadings and key vocabulary.</li> </ul> <p><b>To build cohesion within and across paragraphs using conjunctions and tense choice.</b></p> <ul style="list-style-type: none"> <li>- To know cohesion is when a piece of text has consistency (e.g. tense) and devices are used to link points to one another.</li> <li>- To use conjunctions to link sentences and paragraphs, creating cohesion.</li> </ul> <p><b>To build cohesion within and across paragraphs using adverbials of time, adverbials of place and adverbials of number.</b></p> <ul style="list-style-type: none"> <li>- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion: <ul style="list-style-type: none"> <li>- including time adverbials.</li> <li>- including place adverbials.</li> <li>- including adverbials of number.</li> </ul> </li> </ul>	later, after nearby, within secondly, lastly
Punctuation	<p><b>To use brackets to indicate parenthesis.</b></p> <ul style="list-style-type: none"> <li>- To know that parentheses are used to add extra information in to a sentence.</li> <li>- To understand that parenthesis gives additional details about the topic and interrupts the natural flow of the sentence.</li> <li>- To understand that when a parenthesis is removed the sentence still makes sense on its own.</li> <li>- To know that brackets always come in pairs.</li> <li>- To know that brackets are used most commonly in non-narrative writing and in less formal narrative writing.</li> </ul> <p><b>To use dashes to indicate parenthesis.</b></p> <ul style="list-style-type: none"> <li>- To understand that dashes are used in less formal writing.</li> </ul> <p><b>To use commas to indicate parenthesis.</b></p> <ul style="list-style-type: none"> <li>- To know that commas are used to show where an (embedded) relative clause starts and ends.</li> <li>- To understand that commas may not be used around ‘essential’ additional information that you do not want the reader to omit.</li> </ul> <p><b>To use commas to clarify meaning and avoid ambiguity.</b></p> <ul style="list-style-type: none"> <li>- To know that ambiguity is when the meaning of something is not clear.</li> <li>- To know that commas are used to demarcate clauses within longer multiclaue structures.</li> <li>- To use commas to demarcate complex sentences and clarify meaning.</li> </ul> <p>To use correct vocabulary and punctuation when adding the listener’s actions alongside their direct speech.</p>	<p>The cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. Amy (age 7) reported that the whale was enormous.</p> <p>Using brackets in non-chronological reports when explaining facts; using brackets within diaries</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>Let’s eat Grandma. and... Let’s eat, Grandma.</p> <p>“Look out, Paul!” yelled James, waving his arms frantically. Paul gasped in surprise, “Oh no!”</p>
Spelling, including dictionary use	<p><b>To spell using further prefixes and suffixes understanding how to add them</b> (see appendix for Year 5 content).</p> <p><b>To distinguish between Year 5 homophones and other words that are often confused</b> (see appendix for Year 5 content).</p> <p><b>To independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically.</b></p> <p><b>To use the first 4 letters to find words in a standard dictionary.</b></p> <p><b>To use a thesaurus.</b></p> <ul style="list-style-type: none"> <li>- To use a thesaurus to select appropriate synonyms to enhance meaning.</li> </ul>	<p><i>Spelling and common exception words should be taught in line with the school’s spelling and phonics progression.</i></p> <p>ugly &gt; beastly, unpleasant looking</p>
Handwriting	<p><b>To increase speed when writing legibly and fluently.</b></p> <ul style="list-style-type: none"> <li>- To use diagonal and horizontal joining strokes throughout independent writing in a legible, fluent and speedy way.</li> </ul> <p><b>To decide whether or not to join specific letters.</b></p> <ul style="list-style-type: none"> <li>- To make decisions about what standard of handwriting is appropriate for a particular task.</li> </ul>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p> <p>e.g. quick notes or a final handwritten version</p>
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, rhetorical question, (cohesive device)	

## Year Six

	<b>Pupils will be taught...</b> <b>(Key learning in bold)</b>	<b>Examples of this in use</b>
<b>Composition: planning</b>	<p><b>To independently identify audience and purpose while planning, deciding appropriate form and register.</b></p> <ul style="list-style-type: none"> <li>- To know that register is selecting appropriate vocabulary for a specific purpose, context and audience.</li> <li>- To know that spoken English is different to written English.</li> </ul> <p><b>To independently identify compositional skills required linked to genre.</b></p> <p><b>To plan development of characters and setting to fit purpose and context when writing narratives.</b></p> <ul style="list-style-type: none"> <li>- To use a range of planning devices, applying the most suitable depending on purpose and audience of writing.</li> <li>- To identify, from reading, specific devices that authors use to create and describe characters and settings.</li> <li>- To use these devices explicitly in their own narrative writing, including literary language, characterisation and structure.</li> </ul> <p>- To identify different types of plot (linear, cyclical, episodic), within texts read, and draw upon these when writing their own narratives.</p>	<p>Identify the use of short sentences to build tension, or the use of metaphors and personification to create atmosphere.</p> <p>Linear plot: has a beginning, middle and end and is constructed chronologically.            Cyclical plot: follows a predictable series of events and returns to the starting point.            Episodic plot: a series of stories or events linked by the same person, place or theme.</p>
<b>Composition: drafting</b>	<p><b>To precis longer paragraphs.</b></p> <ul style="list-style-type: none"> <li>- To understand that precis is condensing information in to a shorter version.</li> <li>- To produce a summary of a text or speech.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>- To use appropriate organisation and layout devices, e.g. columns and tables</li> <li>- To select and discuss appropriate register for formal and informal purposes.</li> <li>- To explore, collect and use vocabulary typical of formal and informal speech and writing.</li> </ul> <p>- To use action and dialogue within sentences and across paragraphs in order to convey character and advance the action.</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>
<b>Composition: evaluate and edit</b>	<p><b>To proof read to check for spelling and punctuation errors, independently, and appropriate to task.</b></p> <ul style="list-style-type: none"> <li>- To habitually proof read for spelling and punctuation errors, throughout the writing process.</li> <li>- To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> </ul> <p><b>To propose changes to distinguish between the language of speech and writing, choosing the appropriate register in their own writing and others’.</b></p> <p><b>To adapt and refine grammar and vocabulary choices to enhance meaning.</b></p>	
<b>Word structure and word class</b>	<p><b>To understand the difference between vocabulary for informal speech and formal speech and writing, and use this in context.</b></p> <ul style="list-style-type: none"> <li>- To explore the effect of more formal vocabulary and sentence structures by comparing statements.</li> <li>- To use different sentence structures, including sentence fragments, to convey formality.</li> <li>- To use formal conjunctions appropriately in context, e.g. for, yet, nor.</li> <li>- To use formal vocabulary that matches the purpose of writing.</li> <li>- To use formal and informal language to convey character.</li> </ul> <p><b>To understand how words are related by meaning as synonyms and antonyms, and use them in context.</b></p> <ul style="list-style-type: none"> <li>- To know that a synonym is a word that means the same as another word.</li> <li>- To know that an antonym is a word that means the opposite of another word.</li> </ul> <p>To identify the subject and object of a sentence.</p> <ul style="list-style-type: none"> <li>- To understand how the subject and object of a sentence can be manipulated when writing in the passive voice.</li> </ul>	<p>We’ll have cakes and drinks. <i>(informal)</i></p> <p>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>.</p>

<p><b>Sentence structure</b></p>	<p><b>To use passive voice to affect the presentation of information in a sentence.</b></p> <ul style="list-style-type: none"> <li>- To know that, with passive voice, the subject is acted upon by the verb, often using 'by'.</li> <li>- To understand that the passive voice is used to enhance effect.</li> <li>- To understand that the passive voice is more informal and is used to hide meaning.</li> <li>- To know that, with active voice, the subject is typically the person or thing performing the action.</li> <li>- To understand that the active voice is used to make the meaning clear.</li> </ul> <p><b>To show the difference between formal structures and informal structures, through the use of question tags and subjunctive form.</b></p> <ul style="list-style-type: none"> <li>- To understand that there is a scale of formality.</li> <li>- To use question tags within informal speech.</li> <li>- 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.</li> <li>- To understand that the subjunctive form is often used within archaic phrases.</li> </ul> <ul style="list-style-type: none"> <li>- To understand that interrupted (broken) speech can be used to show when a character's dialogue is interrupted.</li> </ul> <ul style="list-style-type: none"> <li>- To deliberately select clause structures that reflects the purpose of the writing.</li> <li>- To deliberately select clause structures that enhance meaning.</li> </ul> <p>To know that there are different types of determiners: 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>"</p> <p>"If I <u>were you</u>, I would think about your decision carefully."</p> <p><u>Were they more mature</u>, I would <u>have</u> let them go to the shops alone.</p> <p>I would recommend that he attend.</p> <p>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="1902 590 2415 730" style="border: 1px solid black; padding: 5px;"> <table> <tr> <td>articles</td> <td>a boy, an orange, the cat</td> </tr> <tr> <td>demonstratives</td> <td>this apple, that car, these shops, those girls</td> </tr> <tr> <td>possessives</td> <td>his hat, her homework, my book, their house</td> </tr> <tr> <td>quantifiers</td> <td>some rice, each word, every box</td> </tr> <tr> <td>numbers</td> <td>one chair, two men, three dogs</td> </tr> <tr> <td>question words</td> <td>which bag, what letter, whose computer</td> </tr> </table> </div>	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
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numbers	one chair, two men, three dogs													
question words	which bag, what letter, whose computer													
<p><b>Text structure</b></p>	<p><b>To select methods to describe settings, characters and atmosphere, and integrate dialogue, across the full range of narratives.</b></p> <p>To choose from a range of figurative language devices to enhance description.</p> <p>To choose from a range of grammatical structures and vocabulary to create atmosphere.</p> <p><b>To select appropriate organisational and presentational devices for effect, to structure text and guide the reader.</b></p> <p><b>To choose cohesive devices to build cohesion within and across paragraphs.</b></p> <ul style="list-style-type: none"> <li>- To link ideas by repeating words, phrases or sentence structures.</li> <li>- To link ideas across paragraphs using ellipsis.</li> </ul> <p>To make choices from a range of tenses, showing assured control.</p> <ul style="list-style-type: none"> <li>- To use the perfect form of verbs to mark relationships of time and cause.</li> <li>- 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).</li> <li>- To understand that the past perfect is most often used within narratives.</li> </ul>	<p>e.g. simile, metaphor, personification, alliteration</p> <p>headings, columns, bullet points, underlining, tables</p> <p><u>Only yesterday</u> he had promised to be good. <u>Only yesterday</u> he had promised to never lie.</p> <p>On the other hand..., In contrast..., As a consequence...</p> <p><i>Animals</i>: creatures, beasts, species, wildlife, mammals, they</p> <p>I knew I had seen him somewhere before...</p> <p>Julie <u>had travelled</u> for miles before she finally reached her destination.</p>												
<p><b>Punctuation</b></p>	<p><b>To use semi-colons between two clauses.</b></p> <ul style="list-style-type: none"> <li>- To know that a semi-colon should only follow an independent clause when joining two clauses.</li> <li>- 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).</li> </ul> <p><b>To use colons between two clauses.</b></p> <ul style="list-style-type: none"> <li>- To know that a colon should only follow an independent clause.</li> <li>- 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).</li> </ul> <p><b>To use a dash between two clauses</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- To know that a dash can be used to interrupt or extend an idea.</li> </ul> <p><b>To use a colon to introduce a list.</b></p> <ul style="list-style-type: none"> <li>- To know that a colon can be used to introduce a list, if the list comes after an independent clause.</li> </ul> <p><b>To use a semicolon within lists where more information is included.</b></p> <ul style="list-style-type: none"> <li>- To know that semi-colons can help to simplify lists by showing which items are grouped together.</li> </ul> <ul style="list-style-type: none"> <li>- To understand that you do not capitalise the first word after a semi-colon, colon or dash, unless the word is a proper noun.</li> </ul> <p><b>To use bullet points to list information.</b></p> <ul style="list-style-type: none"> <li>- To punctuate bullet points accurately by consistently starting new points with either a capital letter or a lower-case letter.</li> <li>- To punctuate bullet points accurately by consistently ending bullet points, that are sentences, with a full stop.</li> </ul>	<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.</p> <p>There is only one thing that would improve this – trust.</p> <p>It depends on the truth – it always has.</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> <div data-bbox="1902 1814 2220 1955" style="border: 1px solid black; padding: 5px;"> <p>Mr Mole won the following events:</p> <ul style="list-style-type: none"> <li>• egg-and-spoon race</li> <li>• welly throwing</li> <li>• apple bobbing</li> </ul> <p>Colon</p> <p>Lower case letter</p> <p>No full stop</p> </div>												

	<p><b>To use a hyphen to avoid ambiguity.</b> - To know that hyphens are used to join words, in order to create a compound word.</p> <p><b>To use ellipsis.</b> - To know that ellipsis is a set of three dots. - To use ellipsis within speech to show an extended pause, a hesitation or an incomplete thought (omission).</p> <p>To accurately and consistently punctuate speech when the speaker is before, after or in the middle of direct speech.</p>	<p>Man eating shark versus <u>man-eating</u> shark, or recover versus re-cover. Mr and Mrs Burton-White</p> <p>Weeks later... I finally heard from them. "How are you feeling? I'm not sure if I..." stammered Tom.</p> <p>Sam cheered, "So, let's go!" "So, let's go!" cheered Sam. "So..." cheered Sam, "Let's go!"</p>
Spelling, including dictionary use	<p><b>To spell using further prefixes and suffixes understanding how to add them</b> (see appendix for Year 6 content).</p> <p><b>To distinguish between Year 6 homophones and other words that are often confused</b> (see appendix for Year 6 content).</p> <p><b>To spell words with silent letters.</b></p> <p><b>To use knowledge of a word's origin to support spelling.</b></p> <p><b>To use a standard dictionary to check the spelling and meaning of words.</b></p>	<p><i>Spelling and common exception words should be taught in line with the school's spelling and phonics progression.</i></p> <p>Greek: aer (air), Greek: -logia (ology – study of), Latin: insul (island)</p>
Handwriting	<p><b>To choose which shape of letter to use when given choices.</b> - To choose the writing implement that is best suited for a task. - 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>	<p><i>*See school handwriting progression linked to phonics and handwriting schemes</i></p>
Terminology	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, (independent clause), (dependent clause), subjunctive</p>	