



Eppleton's Writing Progression Document

Updated September 2023

Writing progression from EYFS into KS1

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	• Statutory Framework Early Learning Goals	Key Stage 1 National Curriculum Objectives
Writing Composition.	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy 	<ul style="list-style-type: none"> • Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives. • re-reading what they have written to check that it makes sense.

		<p>Pre Key Stage Standards</p> <p>Standard 1</p> <ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Standard 2</p> <ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today...we ate ice cream / I played in the sand / it was hot'). <p>Standard 3</p> <ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. <p>Standard 4</p> <ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. 	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher <p>Vocabulary, Grammar, and Punctuation</p> <ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I. 	
Writing: Spelling	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals	Key Stage 1 National Curriculum Objectives
	N/A	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught; common exception words; days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> name the letters of the alphabet in order; use letter names to distinguish between alternative

		<p>Pre Key Stage Standards</p> <p>Standard 2</p> <ul style="list-style-type: none"> • identify or write 10+ graphemes on hearing corresponding phonemes. <p>Standard 3</p> <ul style="list-style-type: none"> • identify or write these 20+ graphemes on hearing the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Standard 4</p> <ul style="list-style-type: none"> • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). 	<p>spellings of the same sound; apply simple spelling rules.</p> <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un. • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). 	
	<p>Development Matters 3 & 4-year-olds will be learning to:</p>	<p>Development Matters Children in Reception will be learning to:</p>	<ul style="list-style-type: none"> • Statutory Framework Early Learning Goals 	<p>Key Stage 1 National Curriculum Objectives</p>

Handwriting	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand • Write some letters accurately. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • leave spaces between words
	<p>Pre-key Stage Standards</p> <p>Standard 1</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). <p>Standard 2</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading <p>Standard 3</p> <ul style="list-style-type: none"> • Correctly form most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading <p>Standard 4</p> <ul style="list-style-type: none"> • form most lower-case letters correctly 			
Spoken	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals	Key Stage 1 National Curriculum Objectives

<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Use new vocabulary in different contexts. • Engage in story times. • Learn rhymes, poems, and songs. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. 	<p>Listening Attention & Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class, and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Spoken Language</p> <p>Listen and respond appropriately to adults and peers. • Ask relevant questions to extend their understanding and knowledge.</p> <ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments, and opinions. • Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging, and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations, and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.
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Year 1	Autumn	Spring	Summer
Writing assessment key performance indicators	<ul style="list-style-type: none"> • Use predictable and repeated phrases in own writing drawn from reading and role-play. • Describe a character using simple adjectives. 	<ul style="list-style-type: none"> • Use traditional story language. • Structure story into three parts. • Describe a setting, something or someone with some appropriate adjectives. 	<ul style="list-style-type: none"> • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.

	<ul style="list-style-type: none"> • Write sentences to match pictures, or sequences of pictures, illustrating an event. • Write simple instructions in order with some imperative verbs. • Write sentences sometimes demarcated accurately with full stops. • Begin to separate words with spaces. • Begin to use capital letters for the beginning of sentences and for names. • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible. • Makes phonetically plausible attempts to spell words that have not been learnt. • Form many lower-case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Write in first person using capital letter for "I". • Write sentences mostly demarcated by full stops and capital letters. • Experiment with exclamation marks. • Write in sequence using words to signal time - e.g. first, next, then, after. • Maintain past tense. • Spell most common exception words taught so far. • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing. 	<ul style="list-style-type: none"> • Structure writing using some features of the given form. • Write instructions with some expansion about something they know well including imperative verbs. • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction "and". • Use descriptive language with some use of comparative and superlative adjectives. • Spell words containing each of the 40+ phonemes taught. • Use simple past and present verbs mostly accurately. • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences. • Use spaces between words. • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits. • Use features of standard English.
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<p>Transcription – spelling</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed opposite • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ol style="list-style-type: none"> 1.Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' 2.Words with the /k/ and /nk/ sound 3.Words with the trigraph 'tch' 4.Adding '-s' and '-es' to make plurals 5.Adding the suffixes '-ing' and '-ed' 6.Adding the prefix 'un-' and the suffixes '-er' and '-est' 7.Compound words and words with unstressed vowels 8.Words with the digraphs 'ai' and 'oi' 9.Words with the digraphs 'ay' and 'oy' 10.Words with the split digraph 'a_e' 11.Words with the split digraph 'e_e' 12.Words with the split digraph 'i_e' 13.Words with the split digraph 'o_e' 14.Words with the split digraph 'u_e' 15.Words with the digraph 'ar' 16.Words with the digraph 'ee' 17.Words where the digraph 'ea' makes an /ee/ sound 18.Words where the digraph 'ea' makes an /e/ sound 19.Words where the digraph 'er' is stressed 20.Words where the digraph 'er' is unstressed 21.Words with the digraphs 'ir' and 'ur' 22.Words with the digraphs 'oo'/oo/ 23.Words with the digraphs 'oo'/u/ 24.Words where the digraphs 'oa' and 'oe' make an /oo/ sound 25.Words where the digraph 'ou' makes an /ow/ sound 26.Words where the digraph 'ow' makes an /ow/ or /oo/ sound 27.Words ending in 'y'/ee/ and 've'/e/ 28.Words with the digraphs 'ue' and 'ew' 29.Words where 'ie' makes an /igh/ sound 30.Words where 'ie' makes an /ee/ sound 31.Words with the trigraph 'igh' 32. Words with the digraph 'or' and the trigraph 'ore' 33. Words where 'aw' and 'au' make an /or/ sound 34.Words with the trigraphs 'air' and 'ear' 35.Words where the trigraphs 'air' and 'ear' make an /air/ sound 36.Words with the digraphs 'ph' and 'wh'
<p>Transcription - handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly 	

	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.
Writing – composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher.
Writing – vocabulary, grammar and punctuation Terminology: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>	<p>Word:</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. <p>Sentence:</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. <p>Text:</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation:</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun ‘I’.

	Key terminology: <i>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</i>		
Year 2	Autumn	Spring	Summer
Writing assessment key performance indicators	<ul style="list-style-type: none"> Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. Use information from research to group and assemble information into a short non-chronological report. Write about a real event, recording it simply and clearly. Demarcate sentences with capital letters and full stops. Understand how to write in the past tense. Write in the first and third person. Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but). Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing. Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly. 	<ul style="list-style-type: none"> Write simple, coherent narratives in four parts. Write about a real experience structured appropriately. Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. Expand noun phrases to describe and specify. Demarcate many sentences with capital letters and full stops, and use question marks correctly when required. Use capital "I" for personal pronouns. Use a wider range of subordination (e.g. when/if/that/because) to join clauses. Form lower-case letters of the correct size relative to one another in most of their writing. Use spacing between words that reflects the sizes of the letters. Spell common exception words covered so far. 	<ul style="list-style-type: none"> Write simple, coherent narratives in four parts. Write about real events, recording these simply and clearly. Write a simple persuasive piece. Demarcate most sentences with capital letters and full stops, and use question marks correctly when required. Use past tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters. Spell many common exception words. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

	<ul style="list-style-type: none"> • Spell most common exception words taught so far. 		
Transcription – spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl’s book] ○ distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ol style="list-style-type: none"> 1.Words where ‘dge’ makes a /j/ sound 2.Words where ‘ge’ makes a /j/ sound 3. Words where ‘g’ makes a /j/ sound 4.Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’ 5.Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words 6.Challenge Words 7.Words where ‘wr’ makes a /r/ sound at the beginning of words 8.Words ending in ‘le’ 9.Words ending in ‘el’ 10.Words ending in ‘al’ 11.Words ending in ‘il’ 12.Challenge Words 13.Words where ‘y’ makes an /igh/ sound 14.Words where ‘-es’ is added to words ending in ‘y’ 15.Words where ‘-ed’ is added to words ending in ‘y’ 16.Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’ 17.Words where ‘-ing’ is added to words ending in ‘e’ 18.Challenge Words 19.Words where ‘-er’, ‘-est’ and ‘-ed’ is added to words ending in ‘e’ 20.Words where ‘-ing’ is added to single syllable words 21.Words where ‘-ed’ is added to single syllable words 22.Words where ‘a’ makes an /or/ sound 23.Words where ‘a’ makes an /u/ sound 24.Challenge Words 25.Words where ‘ey’ makes an /ee/ sound 26.Words where ‘a’ makes an /o/ sound 27.Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound 28.Words where ‘s’ makes an /z/ sound 29.Words ending in ‘-ment’ and ‘-ness’ 30.Words ending in ‘-ful’ and ‘-less’ 31.Words that are homophones or near homophones 32.Words that are homophones or near homophones 33.Words ending in ‘-tion’ 34.Words containing an apostrophe for contraction 35.Words containing an apostrophe for possession 36.Challenge Words 	
Transcription - handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another 		

	<ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.
Writing – vocabulary, grammar and punctuation Terminology: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past,</i>	<p>Word:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1). • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. <p>Sentence:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p>Text:</p> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].

<p><i>present), apostrophe, comma</i></p>	<p>Punctuation:</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling (for contracted forms) and to mark singular possession in nouns [for example, the girl's name]. 		
<p>Year 3</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Writing assessment key performance indicators</p>	<ul style="list-style-type: none"> • Write a four-part story with strong ending. • Some use of inverted commas to mark direct speech. • Maintain writing in the 1st person. • Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Write a series of extended sentences to explain a process. • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession. • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far. • Use diagonal and horizontal strokes needed to join letters in some of their writing. 	<ul style="list-style-type: none"> • Re-tell or write own story varying voice and intonation to create effects and sustain interest. • Write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form. • Organise paragraphs around a theme. • Use heading and sub-headings to aid presentation. • Begin to experiment with figurative language. • Use some words that capture the reader's interest, imagination and create a specific effect on the reader. • Use inverted commas to punctuate direct speech. • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Spell many words correctly, adding prefixes and suffixes 	<ul style="list-style-type: none"> • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Write increasingly complicated instructions with clear audience ensuring they can be easily followed. • Present a persuasive point of view in the form of a letter. • Plan with a clear purpose, audience and form. • Express time, place and cause using conjunctions. • Independently organise paragraphs around a theme. • Use expanded noun phrases to add detail and precision to writing. • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling

		<p>appropriately, spelling the correct form of homophones and spelling many common exception words correctly.</p> <ul style="list-style-type: none"> • Begin to use joined writing throughout independent writing. 	<p>many common exception words correctly.</p> <ul style="list-style-type: none"> • Use joined writing throughout independent writing. • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.
<p>Transcription – spelling</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ol style="list-style-type: none"> 11.Words where 'ou' makes an /ow/ sound 2.Words where 'ou' makes a /u/ sound 3.Words where 'y' makes an /i/ sound 4.Words ending in '-sure' 5.Words ending in '-ture' 6.Challenge words 7.Words with the prefix 're-' 8.Words with the prefix 'dis-' 9.Words with the prefix 'mis-' 10.Words where '-ing' and '-ed' are added to multisyllabic words 11.Words where '-ing', '-en' and '-ed' are added to multisyllabic words 12.Challenge words 13.Words with the 'ai' digraph 14.Words with the 'ei' digraph 15.Words where 'ey' makes an /ai/ sound 16.Adding the suffix '-ly' 17.Words that are homophones 18.Challenge Words 19.Words ending in 'al' 20.Words ending in 'le' 21.Adding '-ly' when the root word ends in '-le' 22.Adding '-ally' when the root word ends in '-ic' 23.Adding '-ly' when the words do not follow the spelling patterns 24.Challenge Words 25.Words ending in '-er' when the root word ends in 'ch' 26.Words where 'ch' makes a /k/ sound 27.Words where 'que' makes a /k/ sound 28.Words where 'sc' makes a /s/ sound 29.Words that are homophones 30.Challenge Words 31.Words that end in 'sion' 32.Revision of spelling patterns learned in Stage 3 33.Revision of spelling patterns learned in Stage 3 34.Revision of spelling patterns learned in Stage 3 35.Revision of spelling patterns learned in Stage 3 36.Revision of spelling patterns learned in Stage 3 	

Transcription - handwriting	Pupils should be taught to: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing - composition	Pupils should be taught to: <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Writing – vocabulary, grammar and punctuation <i>Terminology:</i> <i>preposition, conjunction, word family, prefix clause, subordinate clause, direct speech consonant,</i>	<p>Word:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example super–, anti–, auto–]. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. <p>Sentence:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions (including when, if, because, although). • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. <p>Text:</p>

<p><i>consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</i></p>	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation. • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. 		
	<p>Punctuation:</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech. 		
<p>Year 4</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Writing assessment key performance indicators</p>	<ul style="list-style-type: none"> • Plan and write their own version of a familiar story with a focus on varied and rich vocabulary. • Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. • Write a recount in the 1st person with a clear audience and form. • In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words. • Organise into paragraphs around a theme and for different sections of a story. • Include descriptive and expanded noun phrases to evoke setting and make it more vivid. • Use of varied and rich vocabulary drawn from reading. • Begin to use fronted adverbials. • Use inverted commas accurately to punctuate direct speech. • Begin to use sentences with more than one clause. 	<ul style="list-style-type: none"> • Plan a complete story focussed on organisational devices. • Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. • Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. • Write a report with a clear audience and specific form. • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose. • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately. • Use present, past, progressive and perfect tense verb forms mostly accurately. • Use pronouns and nouns to aid cohesion and avoid repetition. • Confidently use fronted adverbials using a comma after the fronted adverbial. 	<ul style="list-style-type: none"> • In narratives, write in role and describe settings and characters using “show not tell” techniques. • Write a recount in the form of a newspaper report. • Write a comparative report based on their own notes taken from several sources. • Use a range of devices to structure the writing and support the reader based on the form and purpose. • Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas). • Use fronted adverbials including the correct use of a comma. • Develop the use of sentences with more than one clause by using a wider range of conjunctions. • Effectively use conjunctions, adverbs and prepositions to express time, cause and place.

	<ul style="list-style-type: none"> • Spell some words from Year 3/4 correctly and spell words in contracted form correctly. • Consistently use joined writing. 	<ul style="list-style-type: none"> • Begin to use relative clauses. • Develop the use of sentences with more than one clause. 	<ul style="list-style-type: none"> • Spell correctly most words from the year 3/4 spelling list. • Use joined-up writing throughout all independent writing. • Make simple additions, revisions and proof-reading corrections to their own writing.
Transcription – spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ol style="list-style-type: none"> 1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'in-' 4.Words with the prefix 'sub-' 5.Words with the prefix 'inter-' 6.Challenge Words. 7.Words ending in '-ation' 8.Words ending in '-ation' 9.Words ending '-ly' 10.Words ending '-lly' 11.Words where 'ch' makes a /sh/ sound 12.Challenge Words 13.Words ending in '-sion' 14.Words ending in '-ous' 15.Words ending in '-ous' where the ge from the root word remains 16.Words where 'i' makes an /ee/ sound 17.Words ending in '-lous' and 'eous' 18.Challenge Words 19.Words where 'au' makes an /or/ sound 20.Words ending in '-tion' 21.Words ending in '-sion' 22.Words ending in '-cian' 23.Words that are adverbs of manner 24.Challenge Words 25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e' 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto' 30.Words with the prefix 'bi-' 31.Challenge Words 32.Words containing an apostrophe for possession 33.Revision of spelling patterns learned in Stage 4 34.Revision of spelling patterns learned in Stage 4 35.Revision of spelling patterns learned in Stage 4 36.Revision of spelling patterns learned in Stage 4 	

Transcription - handwriting	Pupils should be taught to: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Writing - composition	Pupils should be taught to: <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Writing – vocabulary, grammar and punctuation <i>Terminology:</i> <i>determiner</i> <i>pronoun, possessive pronoun, adverbial</i>	<p>Word:</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s. • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. <p>Sentence:</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Text:</p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Use of paragraphs to organise ideas around a theme. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

	Punctuation: <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]. • Use of commas after fronted adverbials. 		
Year 5	Autumn	Spring	Summer
Writing assessment key performance indicators	<ul style="list-style-type: none"> • Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. • Write a recount with a specific form and audience. • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. • Use literary devices such as repetition, alliteration, “rule of three”. • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. • Begin to use dialogue to convey character and advance the action. • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs. 	<ul style="list-style-type: none"> • Effectively use dialogue to convey character and advance the action. • Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. • Write a linear procedural text with a wide range of presentational and organisational devices. • Use a wide range of presentational and organisational features to structure texts specific to the form and audience. • Begin to adapt writing based on a change in the audience. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs. • Use commas to clarify meaning and avoid ambiguity. • Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct 	<ul style="list-style-type: none"> • In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. • Write with a non-linear structure. • Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader. • Plan, compose, edit and refine an explanation text showing good awareness of the reader. • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary. • Use dialogue to convey character and advance the action. • Use preposition phrases and expanded noun phrases to add detail, qualification and precision. • Build cohesion within and across a paragraph using a range of devices.

	<ul style="list-style-type: none">• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones.	<p>form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</p> <ul style="list-style-type: none">• Consistently produce legible joined handwriting.	<ul style="list-style-type: none">• Spell correctly many words from Yr5/6.• Consistently produce legible joined writing.
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Transcription – spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<ol style="list-style-type: none"> 1.Words ending in ‘-tious’ and ‘-tious’ 2.Words ending in ‘-cious’ 3.Words ending in /shul/ spelled ‘-cial’ 4.Words ending in /shul/ spelled ‘-tial’ 5.Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ 6.Challenge words 7.Words ending in ‘-ant’ 8.Words ending in ‘-ance’ and ‘-ancy’ 9.Words ending in ‘-ent’ and ‘-ence’ 10.Words ending in ‘-able’ and ‘-ible’ 11.Words ending in ‘-ably’ and ‘-ibly’ 12.Challenge Words 13.Words ending in ‘-able’, where the ‘e’ from the root word remains 14.Words that are adverbs of time 15.Words ending in ‘-fer’ 16.Words with ‘silent’ first letters 17.Words with ‘silent’ letters 18.Challenge Words 19.Words spelled with ‘ie’ after c 20.Words where ‘el’ makes an /ee/ sound 21.Words where ‘ough’ makes an /or/ sound 22.Words containing ‘ough’ 23.Adverbs of possibility and frequency 24.Challenge Words 25.Words that are homophones or near homophones 26.Words that are homophones 27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens 32.Challenge Words 33.Revision: Year 5 words 34.Revision: Year 5 words 35.Revision: Year 5 words 36.Revision: Year 5 words
Transcription - handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task. 	
Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	

	<ul style="list-style-type: none"> ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proof-read for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		
<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p>Word</p> <ul style="list-style-type: none"> ● Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. ● Verb prefixes [for example, dis–, de–, mis–, over– and re–]. 		
	<p>Sentence</p> <ul style="list-style-type: none"> ● Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. ● Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. ● Using expanded noun phrases to convey complicated information concisely. 		
	<p>Text</p> <ul style="list-style-type: none"> ● Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ● Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. 		
	<p>Punctuation</p> <ul style="list-style-type: none"> ● Brackets, dashes or commas to indicate parenthesis. ● Use of commas to clarify meaning or avoid ambiguity. 		
<p>Year 6</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>

<p>Writing assessment key performance indicators</p>	<ul style="list-style-type: none"> • Integrate dialogue in narrative to convey character and advance the action. • Describe settings and characters building a distinct atmosphere. • Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. • Write a recount in a specific form with a clear audience ensuring formality is appropriate. • Use layout devices, such as headings, sub-headings, bullets and tables to structure texts. • Write effectively for each purpose and selected audience, showing good awareness of the reader. • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. • Draw on their knowledge of etymology and morphology to support spelling. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly. 	<ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader. • Use the range of punctuation taught at key stage 2 mostly correctly. • Use verb tenses consistently and correctly throughout their writing. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed. 	<ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • Use the range of punctuation taught at key stage 2 mostly correctly. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious. • Maintain legibility in joined handwriting when writing at speed.
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Transcription – spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<ol style="list-style-type: none"> 1.Challenge Words 2.Challenge Words 3.Challenge Words 4.Challenge Words 5.Challenge Words 6.Challenge Words 7.Challenge Words 8.Challenge Words 9.Challenge Words 10.Challenge Words 11.Words with the short vowel sound /ɪ/ spelled ‘y’ 12.Words with the long vowel sound /igh/ spelled ‘y’ 13.Adding the prefix ‘-over’ 14.Words with the suffix ‘-ful’ 15.Words that can be nouns and verbs 16.Words with an /oa/ sound spelled ‘ou’ or ‘ow’ 17.Words with a ‘soft c’ spelled ‘ce’ 18.Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’ 19.Words with a /f/ sound spelled ‘ph’ 20.Words with origins in other countries and languages 21.Words with unstressed vowel sounds 22.Words ending with /shuh/ spelled ‘cial’ 23.Words ending with /shuh/ spelled ‘tial’ 24.Words beginning with ‘acc’ 25.Words with the suffix ‘-ably’ 26.Words with the suffix ‘-ible’ 27.Adding the suffix ‘-ibly’ to create an adverb 28.Words ending in ‘-ent’ and ‘-ence’ 29.Words ending in ‘-er’, ‘-or’ and ‘-ar’ 30.Adverbs synonymous with determination 31.Adjectives to describe settings 32.Adjectives to describe feelings 33.Adjectives to describe characters 34.Grammar Vocabulary 1 35.Grammar Vocabulary 2 36.Mathematical Vocabulary
Transcription - handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task. 	
Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	

	<ul style="list-style-type: none"> ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proof-read for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Terminology:</i> <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>	<p>Word</p> <ul style="list-style-type: none"> ● The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. ● How words are related by meaning as synonyms and antonyms [for example, big, large, little].
	<p>Sentence</p> <ul style="list-style-type: none"> ● Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. ● The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].
	<p>Text</p> <ul style="list-style-type: none"> ● Using the perfect form of verbs to mark relationships of time and cause. ● Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. ● Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].
	<p>Punctuation</p>

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|--|---|
| | <ul style="list-style-type: none">• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].• Use of the colon to introduce a list and use of semi-colons within lists.• Punctuation of bullet points to list information.• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]. |
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