

English Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription – Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>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</p> <p>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].</p>	<p>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</p> <p>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].</p>	<p>write legibly, fluently and with increasing speed</p>	<p>write legibly, fluently and with increasing speed</p>
Writing – vocabulary, grammar and punctuation	<p>leaving spaces between words</p> <p>joining words and joining clauses using ‘and’</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use: sentences with different forms: statement, question, exclamation, command</p>	<p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.</p> <p>Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use fronted adverbials</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use expanded noun phrases to convey complicated information concisely</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use expanded noun phrases to convey</p>

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	<p><i>Understand the terminology:</i> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><i>Understand the terminology:</i> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials</p> <p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with plural nouns</p> <p>use and punctuate direct speech</p> <p><i>Understand and use the terminology:</i> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with plural nouns</p> <p>use and punctuate direct speech</p> <p><i>Understand and use the terminology:</i> determiner pronoun, possessive pronoun adverbial</p>	<p>use modal verbs or adverbs to indicate degrees of possibility</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>use commas to clarify meaning or avoid ambiguity in writing</p> <p>use hyphens to avoid ambiguity</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list</p> <p>punctuate bullet points consistently</p> <p>Understand the terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>use commas to clarify meaning or avoid ambiguity in writing</p> <p>use hyphens to avoid ambiguity</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list</p> <p>punctuate bullet points consistently</p> <p>Understand the terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

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<p>Writing – Composition</p>	<p>write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and</p>	<p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to</p>	<p>plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and</p>
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<p>Writing transcription: Spelling</p>	<p>spell: words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet: naming the</p>	<p>Pupils should be taught to spell by:</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which one or more</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>spell further homophones</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>spell further homophones</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones</p>

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	<p>letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>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]</p>	<p>spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>	<p>and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>
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