



Curriculum Handbook
Key Stage 1 and Key Stage 2
English

Curriculum Statement

At our school, English has two main areas of focus: Reading and Writing. Each is taught in conjunction with each other, and an English session will take place every day.

INTENT - READING

We understand that reading is a fundamental skill which underpins all other learning, and at Eynsham Community Primary School we want our children to become fluent, passionate, lifelong readers. Our curriculum is designed to promote curiosity as well as confidence and pupils will be exposed to a vast range of both picture and chapter books, including those from diverse cultures and backgrounds. Starting with a comprehensive reading scheme in early years, children will be immersed in texts which inspire their imaginations whilst their reading comprehension is challenged through high-quality questioning. This is built upon in KS1 with written evidence of the children's understanding being used to record their thoughts and emotive reactions to texts. In KS2, children are taught a range of skills, including retrieval, inference, prediction and vocabulary choice through the use of high-quality texts which complement their written work. The books we learn from have been carefully chosen to engage even the most reluctant reader and allowing access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders, races and backgrounds so that all of our children can see a part of themselves in the texts they read. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied dialects and a range of the English language.

IMPLEMENTATION - READING

EARLY READING – ROCKET PHONICS

Reading Planet Rocket Phonics is a DfE validated SSP programme aligned to Letters and Sounds. It is designed to help every child to keep up and not catch-up through the use of steady pace and progression, whole-class teaching and consistent daily phonics practice. Rocket Phonics introduces common exception words gradually throughout the programme and are focused on in the Friday lessons. They are drawn from the tricky words suggested in Letters and Sounds (2007) and build up into a bank of words that are vital for children to know in order to meet or exceed expectations for reading. These words are regularly consolidated throughout the programme and are featured in the Flashcards and Friezes. Letter formation is included in the twice-weekly segmenting lessons as each grapheme is introduced. Capital letters are introduced in conjunction with lower-case letters so that these don't have to be taught as an afterthought later on.

KEY STAGE 1 AND 2 - READING

At Eynsham Community Primary School, we ensure our learners have three distinct opportunities to develop their reading skills:

WHOLE CLASS READING

At least three times per week, our pupils will be read to by the class teacher or teaching assistant. Whilst they are being read to, the children following along with a copy of the text. The adult is modelling reading fluency, and by following along, the children hear how punctuation and dialogue effect the flow of the writing. If an unfamiliar word is read aloud, the adult

will quickly define it and continue to read, thus not preventing the flow of the reading. The word will then be addressed as part of the starter for the following English lesson. This session will about 20 minutes.

GUIDED READING

An extract of text is shared with the children, and then a series of questions are given to them to answer. The questions will test a range of reading skills, including retrieval, inference and vocabulary. These questions will be stuck into English books as a learning objective would normally be. The children will read the extract and then work their way through the questions in their books, recording their answers clearly, as they would in the end of key stage assessments. After 20 minutes (the length of each session), a pencil line will be drawn, and the children will return to the questions the in following session. There will be a minimum of three guided reading sessions each week.

Ongoing teacher assessment will determine whether the questions have a single focus (for example, all inference one week, and all retrieval the next) or whether they cover a range of skills each week.

INDIVIDUAL READING

Each week, the children will chose their own reading book and will read it to themselves. During this time, an adult who is working with the class will listen to the children read and will make notes on their reading fluency. This will help to direct guided reading sessions. The aim of individual reading is to allow children to enjoy the clam of the activity and promote a passion for a genre, or literature in general. Teachers and TAs can direct children to new authors or genres if they feel that a child's reading diet is particularly restricted, therefore subtly exposing them to a wider Intent (Writing)

INTENT - WRITING

At Eynsham Community Primary School, we intend to create confident writers who develop stamina for writing from the Early Years to Year 6. We aim for all our children to be independent writers, building on a range of skills as they work through each journey of writing and to develop, and fully invest in, their own unique style. At Eynsham, we have developed a high-quality text-based curriculum which is designed to inspire and motivate. Pupils will be exposed to a broad diet of both picture and chapter books, including those from diverse cultures and religious backgrounds. Our curriculum has been specifically tailored to meet the needs of the children in our school. We have considered how children at Eynsham progress with their writing, and books have been carefully chosen to engage even the most reluctant learners and allows access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied language and as a consequence, to enrich their writing. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process. Pupils are encouraged to set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

AT EYNSHAM COMMUNITY PRIMARY SCHOOL WE WILL:

- Ensure staff have a confident, fluent and coherent understanding of English and the effect this will have on a pupil's progress, both inside and outside of the school environment.
- Ensure staff understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provide a balanced and broad curriculum, which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum. Ensure that all pupils know how to plan, practise, evaluate their work as well as carry out an effective edit and improve process.
- Ensure that all pupils understand all elements of English, as per the national curriculum.



Curriculum Statement

IMPLEMENTATION - WRITING

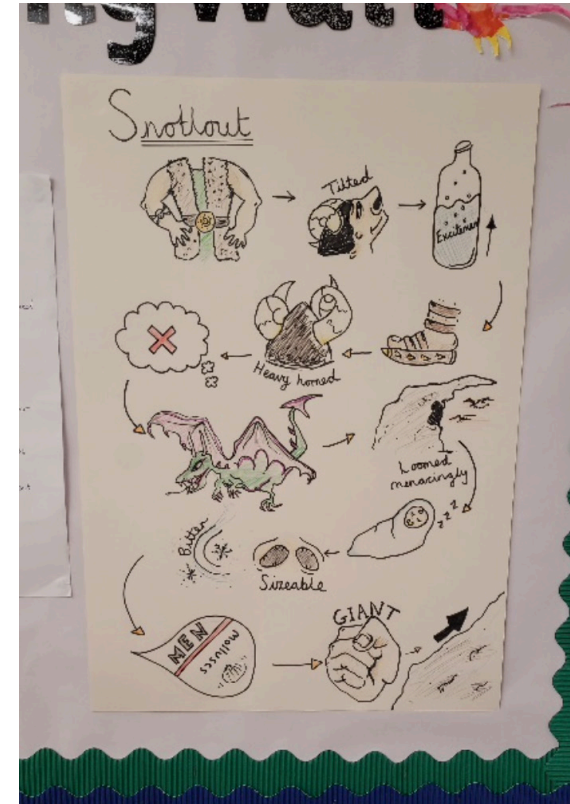
Each unit of writing will consist of learning done over roughly a 3-week learning journey and will be done through 1-hour lessons at the start of the day from Monday to Friday. Learning journeys should not go beyond 3-weeks as a maximum. This is in order to ensure that the build-up of knowledge and skills is progressive and clear, and curriculum coverage is met. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for Learning Journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song (anything that might get the children excited about writing).

There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request from the Police for the children to write a description of a suspect...be as creative and immersive as you feel appropriate. Prior to any writing being done for the final piece, children should have at least one speaking and listening session to help with oracy. Following on from the hook, children should continue to be immersed in the text through the use of dance, drama, dance

arts and any other appropriate curricular links, the purpose of this is to provide experiences for the children which they can draw upon when writing.

A high-quality model text must be generated which will enable pupils to identify features (3-5 grammar points) within the genre, including which writing tools are best suited and also focuses on purpose – this shows the children the expectation of what they themselves are aiming to produce by the end of their unit of work. Where possible, the model text is written by the class teachers, this way you can easily show the above expectations and model any skill being taught.

Each English Lesson will begin with a quick warm up to recap prior learning and to address vocabulary. This should be a quick starter lasting no more than 10 minutes. Subsequent lessons should address the grammar /spelling/punctuation presented in the model text. Once the main SPaG has been delivered, the children are taught how to write the main body of the text using text mapping, boxing up and flow diagrams; this enables them to organise their writing effectively and to incorporate the appropriate features learned.



ENGLISH TEACHING MODEL



Writing Coverage and High-Quality Key Texts

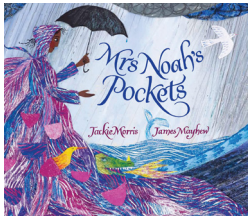
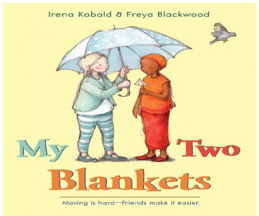
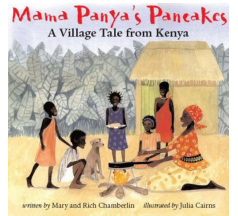
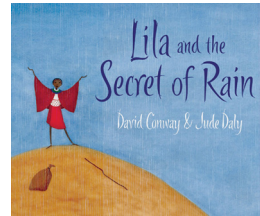

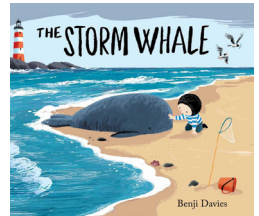
The basis of our English curriculum at Eynsham School stems from our use of high-quality texts. Texts have been carefully chosen to link closely with and enhance the learning of the overarching

topic for the term and should inspire and engage all learners. At the end of each term at Eynsham, it is the expectation that there are a minimum of 2 final draft pieces of writing in the children's Extended

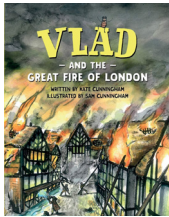

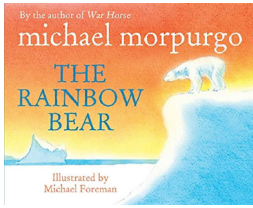
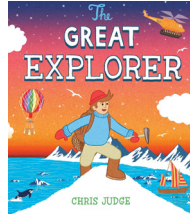

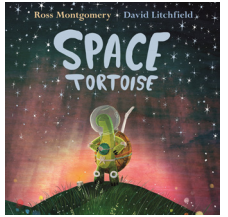
Writing books. There should be a range of text types, including fiction, non-fiction and poetry.

NON STATUTORY TEXT TYPE / GENRE GUIDANCE FOR KEY STAGE TWO

FICTION	NON-FICTION	POETRY
<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

		AUTUMN		SPRING		SUMMER	
		Witney Blankets		Africa		Seaside Escapes	
		Mrs Noah's Pockets	My Two Blankets	Mama Panya's Pancakes	Lila and the Secret of Rain	The Secret of Black Rock	The Storm Whale
							
FICTION MASTERY		Setting Description: Mythica Wood or the storm	Message: to Cartwheel at the beginning of the story	Retelling: retell an event from a different characters point of view	Character description: describe grandfather or Lila in detail	Adventure: discovery under water (innovation) To entertain visitors to the village	Innovate – imagine Noi's next adventure with the Storm Whale when he finally meets his friend again.
	NON-FICTION MASTERY	Instructions: look for opportunities within the story to write instructions. Eg. How to make Mrs Noah's coat	Recount Diary of meeting the girl in the park that day and comparing old and new blanket	Information Text: invitations	News report/article: rain falling in the village	Report: on unusual sea creatures spotted near Black Rock for scientists	Persuasive: advert for the beach

POETRY	Learning songs, r hymes and poems. Listen and discuss (likes, dislikes, puzzles, patterns).	List poem using senses. Eg. I can see, I can hear, I can smell...	Repeated patterns or lines	Poems from other cultures	Group performance poem: The Secret of Black Rock	Shape poems – seaside theme
CONSOLIDATION OF TEXT TYPES	N/A	N/A	Instructions: how to make the pancakes	Innovate - Message: to a character in the story	Instructions: game for visitors to play/how to find black rock/how to make x (traditional recipe from island)	Recount: diary entry from Noi's point of view
BASIC SKILLS	Basic sentence construction	Basic sentence construction	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions	Basic sentence construction, including conjunctions
			ADDITIONAL CLASS TEXTS			
	Three little wolves adn the big bad pig, When the rain comes out, The colour monster, fantastic Mr Fox		Masai and I, The Big Angry Roar, The Red Tree		On Sudden Hill, The Storm Whale in Winter, Lost and Found, The Grotlyn, Owl Babies, Tad	

		AUTUMN		SPRING		SUMMER	
		Fire! Fire!		Frozen Kingdoms		Explorers	
		Vlad and the Great Fire	Katie in London	Rainbow Bear	The Great Explorer	Grandma Bird	Space Tortoise/ The Darkest Dark
							
FICTION MASTERY		Diary: Vlad recount his day	Alternative story: fly over different landmarks	View point: Write from the Shaman's point of view granting the polar bears wish	Dilemma: should Tom venture to the North Pole to save his Dad? (link to radio announcement)	Setting Description: describe the ocean and the rocks/cave	Innovate: Change main character into a different animal and write new chapter about going to space.
	NON-FICTION MASTERY	Non-Chronological Report: fact file about when and how the fire started	Persuasive: persuade the King to have tea with Katie/ the lion to take them somewhere else	Non-Chronological Report: A report about Polar Bears.	Recount: parts of Tom's adventure	Instructions: How to look after an ill bird/pet	Information Text: Posters/leaflets about rockets

POETRY

Alliterative sentences
Contemporary and Classic poems

List poem for Mythica Woods:
I can see, I can smell,
I can hear...

Simple grammar poems
Jokes/riddles/
nonsense sentences

Concrete Poem/
Calligrams: space
phrases or verses

Poem with a
repeating line from
the core text

Free verse poems:
relate to the
Northern Lights

CONSOLIDATION
OF TEXT TYPES

Recount: diary entry

Setting description

Adventure story
(Noi exploring the
rocks)

Persuasive: persuade
someone to go into
space (advert)

Setting description

Report: radio
announcement for
the missing father

BASIC
SKILLS

Basic sentence
construction,
including
conjunctions

Basic sentence
construction,
inc conjunctions,
multi-clause sentences,
tense consistency

Basic sentence
construction,
inc conjunctions,
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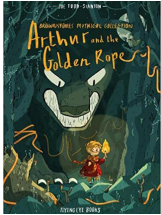

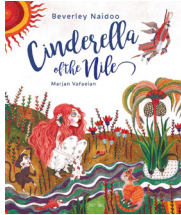
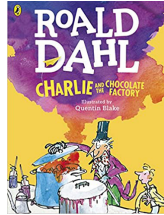
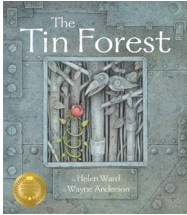
ADDITIONAL CLASS TEXTS

Raven Boy, When the Rain Comes,
The Owl and the Pussy Cat,
George's Marvellous Medicine


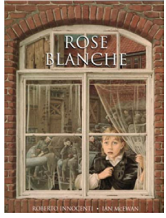


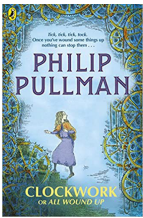
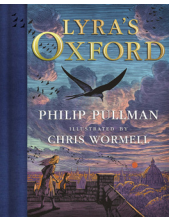
Great Adventurers, The Magic Far Away Tree
Grandad's Island, The Bear and the Piano

Great Adventurers, The Rainbow Bear, Three
Little Wolves and the Big, Bad Pig, Sky Song

		AUTUMN		SPRING		SUMMER	
		Stone to Iron Age		Rainforests		Romans	
		Stone Age Boy	The Iron Man	The Great Kapok Tree	The Promise	Escape from Pompeii	The Roman Quests
							
FICTION MASTERY		Add a new incident in the story	Prequel: How the Iron Man/Space Bat Angel Dragon came to Earth Cliffhangers	Extra chapter: add a new creature from the rainforest to the story	Sequel: what happens next	Playscripts: Acting out the main scene of the escape	An adventure story following the life of Juba
	NON-FICTION MASTERY	Report: job description for an archaeologist	Report: TV.Radio/ newspaper article about the appearance of the iron man.	Persuasive: write a letter to the company stopping deforestation.	Discussion: is it wrong to cut down trees to build new houses?	Reports: newspaper report about volcanic eruptions	Biography: about Domitian

		AUTUMN		SPRING		SUMMER	
		Raiders and Invaders		Ancient Egypt		Field to Fork	
		How to Train Your Dragon	Arthur and the Golden Rope	Marcy and the Riddle of the Sphinx	Cinderella of the Nile	Charlie and the Chocolate Factory	The Tin Forest
							
FICTION MASTERY		Alternative viewpoint: written from the point of view of Toothless	Myth/Legend: Create a myth in a similar vein, following the story structure	Dilemma: innovate the story adding a new dilemma	Alternative view point: Written from a different character point of view	Additional character: add a character to the chocolate factory	Fable: Children identify the meaning of the story and create their own fable
	NON-FICTION MASTERY	Non-chronological reports: report about different types of dragons	Recount: diary entry for Arthur	Discussion: should Marcy have followed her father?	Biography: a biography about a pharaoh or Howard Carter	Explanation: explain how we make chocolate bars	Persuasive: leaflet to advertise the forest as an adventure holiday destination

<p>POETRY</p> <p>CONSOLIDATION OF TEXT TYPES</p> <p>BASIC SKILLS</p>	<p>Special effects: similes, personification and metaphor</p>	<p>Cinquain poems about the Norse world/gods</p>	<p> kennings poem</p>	<p>Riddles relating to Egyptian life/culture</p>	<p>Song lyrics for a new child: analyse the rhyme, the grammar and the performance elements</p>	<p>Free verse poetry about environmental issues.</p>
	<p>Character description: describe the dragons/ Vikings</p>	<p>Setting descriptions: describe the Norse landscape</p>	<p>Recapping discussion texts which had been orally rehearsed in yr 3</p>	<p>Discussion: Comparison to the tradition tale.</p>	<p>Character description: describe the new character who visits the factory</p>	<p>News report – Turning into Tin Forest.</p>
	<p>tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place</p>	<p>tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place</p>	<p>subordinate clauses and positioning of them, prepositions and adverbs for time and place, standard English verb inflections</p>	<p>standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns</p>	<p>standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns</p>	<p>standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns</p>
<p>ADDITIONAL CLASS TEXTS</p>						
<p>Beowulf (Michael Morpurgo), Walk Two Moons, The Train to Impossible Places</p>			<p>The Story of Tutankhamun, The Egyptian Cinderella, The Legend of Podkin One-Ear, The Midnight Fox</p>		<p>The Land of Never Believe, James and the Giant Peach, Fortunately The Milk, The Seed is Sleepy</p>	

		AUTUMN		SPRING		SUMMER	
		War and Peace		Earth and Space		On our doorstep: Oxford	
		Once	Rose Blanche	Cosmic	Greenling	Clockwork	Lyra's Oxford
							
FICTION MASTERY		Prequel: 'Before' - how did Felix end up in the orphanage before his parents were taken away?	View Point: describe the events of the story from the boy in the van – suspense.	Innovate: add a new challenge in space that Liam and the children must overcome. Add humour	Modern fable: children write their own narrative with a moral message	Cliff-hanger Suspense: choose a significant part of the narrative (Fritz's Story) to build tension/dialogue	Innovate: Write the opening to a fantasy story set in Oxford
	NON-FICTION MASTERY	Recount: diary entry from Felix's point of view	Persuasive: advertise gas masks for children	Report: Non-chronological report about Mars Rovers	Discussion: should we treat nature better than man-made?	Biography: Prince Otto or another character in the story	Instructions: How to look after your daemon

POETRY

Analyse war poems, and rewrite own in the same style	Blackout poetry	Calligrams and shape poems	Group performance with repeated verses	Haiku poems that relate to clockwork machinery	List poem: I can see, I can smell, I can hear...
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CONSOLIDATION OF TEXT TYPES

Recount: diary entry from Rose's point of view	View point: Zelda's point of view of the events from a chapter in the story	Formal writing: the features of a letter – a letter from Liam to Dr Drax/Florida/parents.	Setting description	Character description: describing the characters in the story	Persuasive: Why is Oxford the best city to live in?
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BASIC SKILLS

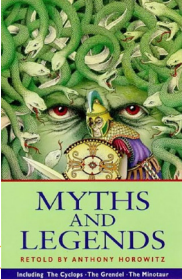
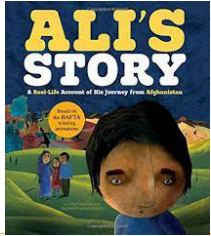
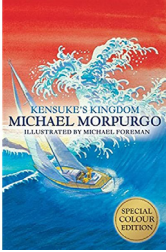
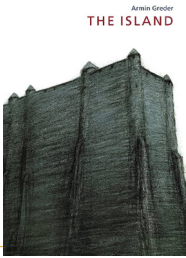
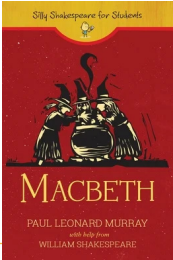

tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials	apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail
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ADDITIONAL CLASS TEXTS

Goodnight Mr Tom, Varjak Paw, Varmints, War Horse

The Explorer, Pig-Heart Boy, Cogheart

Coraline, The Highway Man, The Nowhere Emporium

		AUTUMN		SPRING		SUMMER	
		Legends		Swept Away		Shakespeare's World	
		Myth's and Legends	Ali's Story	Kensuke's Kingdom	The Island	Macbeth	Romeo and Juliet
							
FICTION MASTERY		Defeating the Monster: write your own version of a Greek Myth adapting the original.	Sequel: Will Ali be reunited with his family?	Alternative view point: write a part of the narrative from Kensuke's point of view	Innovate: rewrite the story where the stranger lands on an inclusive island	Innovative: Alternative version of the discovery of Duncan's body.	Playscript: Tybalt is revolting.
	NON-FICTION MASTERY	Discussion: Alexander the Great does he justify the label of military genius?	Biography (linked to Black History month) Harriet Tubman (inspirational figure)	Balanced Argument: Should an inexperienced family sail around the world?	Non Chronological report: The Blue Whale.	Persuasive: formal and informal letters	Recount: Newspaper Reports

POETRY

Ancient Greek Poetry

Legends of war:
Dulce Et Decorum Est
Wilfred Owen

The Sea
James Reeves

Haiku

Michael Rosen

The Magic Box
Kit Wright

CONSOLIDATION
OF TEXT TYPES

Recount: diary from
Theseus' point of view

Writing for a purpose:
Narrative for a
specific audience.

Persuasive:
leaflet/flyer to
advertise the island
as a holiday
destination

Narrative:
Setting descriptions

Historical story writing:
Contrasting fortunes.

Persuasive: poster/
advert for the party.

BASIC
SKILLS

Write effectively for purpose and audience. Describe settings, characters and atmospheres. Carefully selected dialogue in narratives. Use cohesion. Select appropriate vocabulary and grammatical structures. Correct use of tenses. Accurate use of a range of punctuation. Exercising conscious control of levels of formality. Accurate use of spelling.

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ADDITIONAL CLASS TEXTS

Who Let the Gods Out?, Wonder, The Girl of Ink and Stars, Santa is coming to the Cotswolds,

Running on the Roof of the World, The Island at the End of Everything, Out of the ashes, The fastest boy, In the world.

The Boy at the Back of the Class, Twelfth Night, A Midsummer Night's Dream, Chasing the Stars, Street Child



88
Today
9:00
10:10
10:30
11:00
12:00
1:05
1:15
2:05
2:15

abcdefghijklmnopqrstuvwxyz

PowerPoint Presentation

We were free, but I...

All around a...

winning, take a...

or getting cards...

FAIL

- First
- Attempt
- In
- Learning

use points





Our English Curriculum

Using the text-based curriculum as a starting point, teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work.

They make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful.

The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards. In Key Stages One & Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proof read, improve and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

As well as genre types, it is important to ensure that the text-based curriculum enables the children to develop a clear progression of skills from EYFS – Yr 6, which are closely linked to the book being studied,

and are implemented during each learning journey. For each year group, there is also a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and developing the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These are useful to refer to when thinking about the skills coverage for each learning journey.

READING OBJECTIVES



COMPREHENSION

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing the significance of the title and the events
- Making inferences on the basis of what is being said and what is being done
- Predicting what might happen next on the basis of what has been read so far
- Participate in discussion about what is being read to them, taking turns and listening to what others say.
- Clearly explain their understanding of what is being read to them.

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Write sentences by:

- 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 aloud their writing clearly enough to be heard by their peers and the teacher.

HANDWRITING

Children should be taught to:

- 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.

TRANSCRIPTION

Children should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week



WORD READING

Children should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.



NAME THE LETTERS OF THE ALPHABET:

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

ADD PREFIXES AND SUFFIXES:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words

APPLY SIMPLE SPELLING RULES AND GUIDANCE

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

PUPILS SHOULD BE TAUGHT TO:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word. (e.g. helping/helped, /helper or quicker/quickest)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names (of people, places, the days of the week) and for the personal pronoun I</p>	<p>letter, capital letter, word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate: Reception list</p> <p>Introduce Fiction:</p> <p>Planning Tools: Story map / story mountain</p> <p>Telling stories/Drama: Retell stories including main events in sequence. Use story language, sentence patterns and sequencing words to organize events. Act out stories and portray characters and their motives.</p> <p>Character: Recognise main characters and typical characteristics. Identify goal or motive of main character.</p> <p>Dialogue: Recognise how dialogue is presented in text. Use different voices for particular characters when reading dialogue out loud.</p>	<p>Consolidate: Reception list</p> <p>(See Conjunctions and Sentence Signposts)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Conjunctions/ Adverbials: and or but so because so that then that while when where</p> <p>Also, as openers: While... When... Where...</p>	<p>Consolidate: Reception list</p> <p>Introduce:</p> <p>Prepositions: inside outside towards across under</p> <p>Determiners: the a my you're an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as...as... e.g. as tall as a house as red as a radish</p>	<p>Consolidate: Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p>Introduce:</p> <p>Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – 'as'</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Settings: Can be familiar or unfamiliar, real or fantasy. Describe imaginary settings.</p> <p>Story structure: Plan openings around character (s, setting, time of day and type of weather.</p> <p>Identify the beginning / middle /end to a story. Make predictions about story endings. Recall the main events.</p> <p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly.../ Unfortunately,... Resolution Fortunately, ... Ending Finally....</p> <p>Write complete stories with a simple structure.</p>	<p>- 'ly' openers Fortunately...Unfortunately, Sadly,...</p> <p>Simple sentences I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using conjunctions (coordinating conjunctions) and/or/ but/so The children played on the swings and slid down the slide. Spiders can be small, or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p>	<p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Non-fiction: (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked, and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>			

READING OBJECTIVES



COMPREHENSION

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Develop positive attitudes towards and stamina for writing by:

- 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:

- 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:

- 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.

HANDWRITING

Children should be taught to:

- form lower-case letters of the correct size relative to one another
- 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.



Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their own understanding of books, poems and other material, both those that they listen and those that they read for themselves.

WORD READING

Children should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.



TRANSCRIPTION:

Children should be taught to:

Spell:

- 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 (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.

PUPILS SHOULD BE TAUGHT TO:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form adjectives and adverbs.</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms and how grammatical patterns indicate its function as a statement, questions, exclamation and command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Comma after -ly opener e.g. Fortunately.... Slowly,....</p> <p>Introduce Inverted commas for direct speech</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix, adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Consolidate: Year 1 list</p> <p>Introduce: Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Telling stories/Drama: Retell familiar stories using narrative structure and dialogue. Include relevant details and sustain the listener's interest. Tell own, real and imagined stories. Explore character' feelings and situations using improvisation. Dramatise parts of own or familiar stories and perform to class or group.</p> <p>Character: Understand that we know what characters are like from what they do and say as well as their appearance. Make predictions about how characters may behave. Notice that characters can change during the course of the story. Create characters e.g. by adapting ideas about typical story characters.</p>	<p>Consolidate: Year 1 list</p> <p>(See Conjunctions and Sentence Signposts)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using:</p> <p>adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p>	<p>Consolidate: Year 1 list</p> <p>Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration: e.g. wicked witch, slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information Most dogs.... Some cats....</p>	<p>Consolidate: Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after -ly opener e.g. Fortunately....Slowly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile - 'as'/'like'</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Dialogue: Understand that the way characters speak reflects their personality. Understand the verbs used for dialogue tell us how a character is feeling e.g. sighed, shouted, joked.</p> <p>Settings: Settings are created using descriptive words and phrases. Particular types of story can have typical settings – use this to predict the events of a story based on the setting described in the story opening.</p> <p>Story Structure: Plan opening around character(s), setting, time of day and type of weather.</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as</p>	<p>Secure use of compound sentences (Coordination) using conjunctions: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/ to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Introduce:</p> <p>Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) i.e. not in bold Adjective / noun Noun phrases Generalisers</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>Ending e.g. Luckily, Fortunately Identify temporal conjunctions and talk about how they are used to signal the passing of time.</p> <p>Make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Story endings should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Write familiar stories by borrowing and adapting structures. Write complete stories with a sustained, logical sequence of events. Use past tense and third person consistently. Write stories which include settings, characters and some dialogue.</p> <p>Viewpoint: Begin to understand elements of an author's style e.g. look at books about the same character or common themes.</p>	<p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>			

TEXT STRUCTURE -
NARRATIVE

Non-Fiction
(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)

Introduce:

Secure use of planning tools: Text map / washing line / 'Boxing -up' grid

Introduction:
Heading
Hook to engage reader
Factual statement / definition
Opening question

Middle section(s)
Group related ideas / facts into sections
Subheadings to introduce sentences /sections
Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams

Ending
Make final comment to reader
Extra tips! / Did-you-know? facts / True or false?

SENTENCE CONSTRUCTION

WORD STRUCTURE /
LANGUAGE

Precise, clear language to give information e.g.
First, switch on the red button.
Next, wait for the green light to flash...

Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)

Suffixes that can be added to verbs (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)

PUNCTUATION

TERMINOLOGY

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	PUNCTUATION	TERMINOLOGY
<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>				

READING OBJECTIVES



COMPREHENSION

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far.

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- 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:

- 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 of the voice so the meaning is clear.
-

**WORD READING**

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**HANDWRITING**

Children should be taught to:

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

SPELLING

Children should be taught to:

- 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.

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning. (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although</p> <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Introduction of inverted commas to punctuate direct speech</p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, direct speech, consonant, letter, vowel</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	TERMINOLOGY
<p>Consolidate: Year 2 list</p> <p>Introduce:</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Telling stories/ Drama: Tell stories based on own experience and oral versions of familiar stories. Include dialogue to set the scene and present characters. Vary voice and intonation to create effects and sustain interest. Sequence events clearly and have a definite ending. Explore relationships and situations through drama.</p> <p>Character: Identify examples of character telling the story in the 1st person. Make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story. Identify examples of stereotypical characters. Make judgments about a character's actions, demonstrating empathy or offering alternative solutions to a problem.</p>	<p>Consolidate: Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</p> <p>Prepositional phrases to place the action: on the mat; behind the tree, in the air</p>	<p>Consolidate: Year 2 list</p> <p>Introduce:</p> <p>Prepositions Next to by the side of In front of during through throughout because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof.</p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher –teach, beauty – beautiful</p>	<p>Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Statement, question, exclamation, Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description</p> <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p>

TEXT STRUCTURE - NARRATIVE

Dialogue:

Analyse the way that the main character(s) usually talk(s).

Look for evidence of the relationship between characters based on dialogue.

Use conventions for written dialogue.

Include dialogue that shows the relationship between two characters.

Settings:

Settings are used to create atmosphere.

Look at examples of scene changes which move the plot on, relieve or build up tension.

Story structure:

Identify common, formal elements in story openings and endings.

Plan opening around character(s), setting, time of day and type of weather.

Identify typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions.

Write a complete story with a full sequence of events in narrative order: Extended vocabulary to introduce 5 story parts:

Introduction – should include detailed description of setting or characters.

Build-up – build in some suspense towards the problem or dilemma.

Problem / Dilemma – include detail of actions / dialogue.

SENTENCE CONSTRUCTION

Compound sentences (Coordination) using conjunctions:

and/ or / but / so / for /nor / yet (coordinating conjunctions)

Develop complex sentences

(Subordination) with range of subordinating conjunctions

(See Conjunctions and Sentence Signposts doc.)

-‘ing’ clauses as starters e.g.

Sighing, the boy finished his homework.

Grunting, the pig lay down to sleep.

Drop in a relative clause using who/whom/ which/whose/ that e.g.

The girl, whom I remember, had long black hair.

The boy, whose name is George, thinks he is very brave.

The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.

Sentence of 3 for description e.g.

The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

WORD STRUCTURE / LANGUAGE

Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box

TERMINOLOGY

Alliteration

Simile – ‘as’/ ‘like’

Introduce:

Word family

Conjunction

Adverb

Preposition

Direct speech

Inverted commas

Prefix

Consonant/Vowel Clause

Subordinate clause

Determiner

Synonyms

Relative clause

Relative pronoun

Imperative

Colon for instructions

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	TERMINOLOGY
<p>Resolution - should link with the problem. Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Paragraphs to organise ideas into each story part</p> <p>Viewpoint: Notice the difference between 1st and 3rd person accounts. Take part in dramatised readings, using different voices for the narrator and main characters. Use either 1st or 3rd person consistently in writing. Recognise that authors use different techniques to provoke reader's reactions.</p> <p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)</p> <p>Introduce:</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</p>	<p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered.</p>		

TEXT STRUCTURE - NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE	TERMINOLOGY
<p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Middle Section(s) Group related ideas /facts into paragraphs Subheadings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Use of present perfect instead of simple past. He has left his hat behind, as opposed to Him left his hat behind.</p>			

READING OBJECTIVES



COMPREHENSION

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- 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:

- 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 of the voice so the meaning is clear.



WORD READING

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



HANDWRITING

Children should be taught to:

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

SPELLING

Children should be taught to:

- 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.

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</p> <p>Choosing pronouns or nouns appropriately within a sentence for clarity and cohesion and to avoid ambiguity and repetition</p> <p>Use of fronted adverbials for example, later that day, I heard the bad news.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Introduce full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Use of apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Introduce commas to mark clauses</p>	<p>determiner</p> <p>pronoun, possessive pronoun, adverbial</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE

Planning Tools:

Story map

Plot matrix

Boxing up story grid

Telling stories/ Drama:

Plan and tell own versions of stories.

Tell stories effectively using gestures, repetition, traditional story openings and endings etc.

Explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character.

Character:

Identify the use of figurative and expressive language to build a fuller picture of a character.

Look at the way that key characters respond to dilemmas and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected.

Understand that the author creates characters to provoke a response in the reader e.g. sympathy, dislike.

Use details to build character descriptions and provoke a response.

Dialogue:

Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?

TEXT STRUCTURE -
NON-NARRATIVE

Non-Fiction

(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)

Secure use of planning tools:

Text map

washing line

'Boxing –up' grid

Paragraphs to organise ideas around a theme

Logical organisation

Group related paragraphs

Develop use of a topic sentence

Link information within paragraphs with a range of conjunctions.

Use of bullet points, diagrams

Introduction

Middle section(s)

Ending

Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader

SENTENCE CONSTRUCTION

Consolidate Year 3 list

Standard English for verb inflections instead of local spoken forms

Long and short sentences:

Long sentences to enhance description or information

Short sentences to move events on quickly e.g. It was midnight.
It's great fun.

Start with a simile

e.g. As curved as a ball, the moon shone brightly in the night sky.

Like a wailing cat, the ambulance screamed down the road.

Secure use of simple / embellished simple sentences

Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)

Develop complex sentences: (Subordination)

Main and subordinate clauses with range of subordinating conjunctions. (See Conjunctions and Sentence Signposts doc.)

WORD STRUCTURE /
LANGUAGE

Consolidate Year 3 list

Prepositions

at underneath since towards beneath beyond

Conditionals - could, should, would

Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best

Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England

The grammatical difference between plural and possessive –s

Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)

TEXT STRUCTURE - NARRATIVE	TEXT STRUCTURE - NON-NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE
<p>Settings: Know that authors can create entire imaginary worlds. Look for evidence of small details that are used to evoke time, place and mood. Look for the evidence of the way characters behave in different settings. Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Story structure: Plan complete stories with developed 5 parts – Introduction, Build-up, Problem / Dilemma, Resolution, Ending. Plan opening using description / action. Build in suspense writing to introduce the dilemma. Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Use paragraphs to organise each part of the story to indicate a change in place or a jump in time.</p> <p>Viewpoint: Discuss whether the narrator has a distinctive 'voice' in the story.</p>	<p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in -‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	

READING OBJECTIVES



COMPREHENSION

Children should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- 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
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a 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-reading for spelling and punctuation errors



Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

WORD READING

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.



HANDWRITING

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

SPELLING

Children should be taught to:

- 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 need 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.

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Use of relative clauses beginning with who, which, where, why or whose.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly).</p>	<p>Use of brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p> <p>NB: All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE

Planning Tools:

Story map
Plot matrix
Boxing up story grid

Telling stories/ Drama:

Plan and tell stories to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.
Use spoken language imaginatively to entertain and engage the listener.

Character:

Look for evidence of characters changing during a story and discuss possible reasons.
Recognise that characters may have different perspectives on events in the story.
Develop characterization by showing the reader what characters say and do and how they feel and react at different points in the story.

Settings:

Know that different types of story have typical settings.
Know that real-life stories can be based in different times or places.

Story structure:

Recognise that story structure can vary in different types of story.
Recognise that plots can have high and low points.

TEXT STRUCTURE - NON-NARRATIVE

Non-Fiction
(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)

Introduce:
Independent planning across all genres and application
Secure use of a range of layouts suitable to text.

Structure:
Introduction/Middle/
Ending.

Secure use of paragraphs:
Use a variety of ways to open texts and draw reader in and make the purpose clear.

Link ideas within and across paragraphs using a full range of conjunctions and signposts.

Use rhetorical questions to draw reader in.
Express own opinions clearly.

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader.

SENTENCE CONSTRUCTION

Consolidate Year 4 list

Introduce:

Types of sentences:
Statements/ Questions/ Exclamations /
Commands

Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.

Secure use of simple / embellished simple sentences

Secure use of compound sentences

Develop complex sentences:

(Subordination)

Main and subordinate clauses with full range of conjunctions:

Expanded -ed clauses as starters e.g.
Encouraged by the bright weather, Jane set out for a long walk.
Terrified by the dragon, George fell to his knees.

WORD STRUCTURE / LANGUAGE

Consolidate Year 4 list

Introduce:

Metaphor

Personification

Onomatopoeia

Empty words
e.g. someone, somewhere
was out to get him

Developed use of technical language

Converting nouns or adjectives into verbs using suffixes (e.g. ate; -ise; -ify)

Verb prefixes
e.g. dis-, de-, mis-, over-
and re-

TEXT STRUCTURE - NARRATIVE

Analyse more complex narrative structures and narratives that do not have a simple linear chronology e.g. Parallel narratives, flashbacks.

Experiment with different ways to open a story- e.g. description – character or setting / action / dialogue.

Plan and write complete stories using a more complex 5-part structure:

- Writing could start at any point
- Introduction – should include action/ description/ dialogue
- Build-up – further develop suspense techniques
- Problem/ dilemma – may be more than one to be resolved, events may happen simultaneously (e.g. meanwhile...)
- Resolution – clear links with the dilemma
- Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.

Vary conjunctions within paragraphs to build cohesion into a paragraph.

Use change of place, time and action to link ideas across paragraphs.

Adapt writing for a particular audience.

Aim for consistency in character and style.

TEXT STRUCTURE -
NON-NARRATIVE

SENTENCE CONSTRUCTION

Elaboration of starters using adverbial phrases e.g.
Beyond the dark gloom of the cave, Zach saw the wizard move.
Throughout the night, the wind howled like an injured creature.

Drop in –'ed' clause e.g.
Poor Tim, exhausted by so much effort, ran home.
The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Sentence reshaping techniques
e.g. lengthening or shortening sentence for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects e.g.
The siren echoed loudlythrough the lonely streetsat midnight
Use of rhetorical questions

Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)

WORD STRUCTURE /
LANGUAGE

TEXT STRUCTURE - NARRATIVE

Viewpoint:

Know that authors have particular styles and may have a particular audience in mind.

Note who is telling the story – does the author ever address the reader directly?

Check whether the viewpoint changes at all during the story.

TEXT STRUCTURE -
NON-NARRATIVE

SENTENCE CONSTRUCTION

WORD STRUCTURE /
LANGUAGE

READING OBJECTIVES



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- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
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Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

WRITING OBJECTIVES



COMPOSITION

Children should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- 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
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a 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-reading for spelling and punctuation errors



Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

WORD READING

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the new words that they meet.



HANDWRITING

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

SPELLING

Children should be taught to:

- 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 need 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.

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

WORD STRUCTURE	SENTENCE STRUCTURE	TEXT STRUCTURE	PUNCTUATION	TERMINOLOGY
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive (e.g. said versus reported, alleged, or claimed in formal speech)</p>	<p>Use of passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse or The window in the greenhouse was broken.)</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? , or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Use of a semi colon, colon and dash to indicate stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points consistently to list information.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark versus recover versus re-cover)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p> <p>NB: All terms in bold should be understood (see Glossary for meanings)</p>

TEXT STRUCTURE - NARRATIVE	TEXT STRUCTURE - NON-NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE
<p>Planning Tools: Story map Plot matrix Boxing up story grid</p> <p>Telling stories/ Drama: Plan and tell stories to explore different styles of narrative. Present engaging narratives for an audience.</p> <p>Character: Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. Use a variety of techniques to introduce characters and develop characterisation.</p> <p>Dialogue: Recognise that authors can use dialogue at certain points in a story to explain plot, show characters and relationships, convey mood or create humour. Use dialogue at key points to move the story on or reveal new information.</p> <p>Settings: Discuss why and how scene changes are made and how they effect the characters and the events.</p>	<p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Secure planning across non-fiction genres and application.</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude texts.</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p>	<p>Consolidate Year 5 list</p> <p>Types of sentences: Statements/ Questions/ Exclamations / Commands</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged versus claimed in formal speech or writing).</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>

TEXT STRUCTURE - NARRATIVE

Recognise that authors use language carefully to influence the reader's view of a place or situation.

Create a setting by using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.

Story structure:

Secure independent planning across story types using 5 part story structure.

Include suspense, cliff hangers, flashbacks/ forwards.

Start story at any point of the 5 part structure.

Vary narrative structure e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives.

Maintain plot consistently working from plan. Vary sentence length to create a specific effect.

Use paragraphs to vary pace and emphasis. Secure use of linking ideas within and across paragraphs

TEXT STRUCTURE -
NON-NARRATIVE

Link ideas within and across paragraphs using a full range of conjunctions and signposts.

Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision.

Layout devices, such as headings, subheadings, columns, bullets or tables to structure text.

SENTENCE CONSTRUCTION

Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech) as in: If I were you.

WORD STRUCTURE /
LANGUAGE

TEXT STRUCTURE - NARRATIVE	TEXT STRUCTURE - NON-NARRATIVE	SENTENCE CONSTRUCTION	WORD STRUCTURE / LANGUAGE
<p>Viewpoint: Look at elements of an author's style to identify common elements and make comparisons between books. Consider how style is influenced by the intended audience.</p> <p>Recognise that the narrator can change – talk about the effect this has on the story and the reader's response.</p>			

English Curriculum

HANDWRITING

Handwriting is taught and practised regularly throughout the week so that the children take care and responsibility for their writing. High quality presentation across all books is an expectation using the cursive style.

CROSS-CURRICULAR LINKS

The text-based curriculum has been specifically chosen to make links with our termly topic. Each term, there is an expectation to produce a piece of extended writing in RE, Science and History/ Geography. Written work will be completed in the relevant subject's exercise book (these may also be copied into extended writing books).



WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT

To use their own simple story ideas or retell a familiar story using short, simplistic sentences.

E.g. The dog ran after the gingerbread man.

To reread their writing aloud to check that it makes sense.

To use adjectives that have been modelled.

E.g. The dog is big and brown.

To use simple sentence structures (which may often be repetitive).

E.g. I went to the shop. I got some sweets. I went home.

Has an awareness of:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces.
- full stops to end sentences.

To spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.

To spell some Y1 common exception words accurately (from English Appendix 1).

To write lower case letters in the correct direction, starting and finishing in the right place.

WORKING AT THE EXPECTED STANDARD

PUPIL(S) ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE, AFTER DISCUSSION WITH THEIR TEACHER

To write sentences in order to create short narratives and non-fiction texts.

Narratives

telling a story, e.g. an adventure story or a traditional tale

Non-fiction

a retelling of events, e.g. a recount of a class trip or instructions on how to bake a cake

To use some features of different text types (although these may not be consistent).

E.g. using numbers to show order in an instructions text.

To reread their writing to check that it makes sense and make suggested changes.

To use adjectives to describe.

E.g. The red car went down the street.

To use simple sentence structures.

E.g. I went to the shop. I got some sweets. I ate three of them.

To use the joining word (conjunction) 'and' to link ideas and sentences.

WORKING AT THE EXPECTED STANDARD CONT.

Has an awareness of:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces.
- full stops to end sentences.
- question marks.
- exclamation marks. E.g. What a lovely day it is!

To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.

To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

To write lower case and capital letters in the correct direction, starting and finishing in the right place.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

PUPIL(S) ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE, AFTER DISCUSSION WITH THEIR TEACHER

To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.

To use a number of features of different text types and make appropriate topic / subject matter vocabulary choices.

E.g. Using an appropriate story opener for a traditional tale ... 'Once upon a time...'

To reread their writing to check that it makes sense and independently make changes.

To use adjectives to describe (sometimes ambitious beyond the year group).

E.g. The gruesome troll was underneath the rickety bridge.

To use simple and compound sentence structures.

I went to the shop and I bought some sweets. I ate three of them.

I went outside but it was raining.

To use the joining word (conjunction) 'and' to link ideas and sentences.

E.g. It was hot outside and I needed to have a drink.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD CONT.

Are able to regularly use:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces.
- full stops to end sentences. E.g. I went to school. Miss Taylor did the register.
- question marks.
- exclamation marks. E.g. What a lovely boy he is!

To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.

To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words.

To spell simple compound words.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.



WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Write sentences that are ordered to form a short narrative

Fictional: Writing sentences for stories within a range of genres, e.g. an adventure story, a traditional tale.

Demarcating some sentences with capital letters and full stops within a text.

Can you use a capital letter at the beginning of some sentences and for some proper nouns? E.g. The dog followed Sarah down the street.

Can you use a full stop at the end of some command or statement sentences? E.g. Spread the butter with a knife.

Use a space between all of the words

Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.

Spelling some common exception words*

Forming lower-case letters in the correct direction, starting and finishing in the right place

forming lower-case letters of the correct size relative to one another in some of the writing

WORKING AT THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Write simple narratives about their own and other people's experiences, whether they are real or made up. e.g. an adventure story, a traditional tale.

Writing about real events, recording these simply and clearly

Write about real events, recording these simply and clearly? e.g. a recount of a class trip, a diary entry, a retell of a historical event.

Demarcating most sentences with capital letters and full stops:

Use a capital letter at the beginning of some sentences and for most proper nouns.

E.g. The dog followed Sarah and Ben down the street on Saturday.

Use a full stop at the end of most command or statement sentences?

E.g. Spread the butter with a knife carefully.

Demarcating questions with question marks.

Use a question mark at the end of some question sentences?

E.g. What are you doing today?

Using present and past tense mostly correctly and consistently

E.g. Today, Aminah will drive to school in the car. Yesterday, she walked to school.

WORKING AT THE EXPECTED STANDARD

Using co-ordination (or / and / but) and 'but' in your sentences?

E.g. Simon loves ketchup but he hates mayonnaise. Do you like ketchup or do you prefer mayonnaise?

I like to have ketchup and I like to have mayonnaise on my chips.

*Please consider the use of "FANBOYS" resources

Using some subordination (when / if / that / because)

Can sometimes use the conjunctions 'when', 'if', 'that' and 'because' in a sentences?

E.g. Leon was upset when Billy was mean about his hair. I will be happy if my Dad gets home from work on time. It's disappointing that the football team lost their match. Jack loves chocolate because it is so tasty.

Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Spelling many KS1 common exception words

*see government issued list

Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Using spacing between words that reflects the size of the letters

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

PUPIL(S) ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:

Write within these text types, using prior learning from reading to help.

Narratives: Telling a story within different genres, e.g. an adventure story, a traditional tale.

Real events: A retelling of events, e.g. a recount of a class trip, a diary entry, a retell of a historical event.

Information: A factual report on a particular topic, e.g. a non-fiction explaining a life cycle.

Instruction: A set of instructions that can be followed by a reader, e.g. how to make a hand puppet.

Poetry: A collection of verses to entertain, e.g. a shape poem about spring.

Making simple additions, revisions and proof-reading corrections to their own writing.

Make simple additions, changes or corrections to their own writing after reading it through.

e.g. Get a new pin pen.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

Using the full range of punctuation taught at key stage 1 mostly correctly including:

Capital letters to begin sentences and proper nouns.
E.g. The dog followed Sarah down Queen Street last July.

- Full stops at the end of command or statement sentences.
E.g. Joshua stood up to speak.
- Question marks at the end of question sentences.
E.g. What time will you be home?
- Exclamation marks at the end of exclamation sentences.
E.g. How wonderful the day was!
- Spaces between words, which are the correct size.
E.g. These spaces are just right.
- Commas to separate items in a list.
E.g. I will buy bread, butter, eggs and jam from the shop.
- Possession in nouns and contractions. Apostrophes to show belonging.
E.g. The girl's coat was on the peg.

Spelling most common exception words
*See government issued list

Adding suffixes to spell most words correctly in their writing,
e.g. -ment, -ness, -ful, -less, -ly

Using the diagonal and horizontal strokes needed to join letters in most of their writing



WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT

To rehearse orally their ideas for writing and record their ideas using a modelled planning format.

E.g. talk aloud about your ideas for a traditional tale before writing it within a story mountain.

To demonstrate some understanding of purpose and audience (although this may not be sustained).

E.g. remembering to whom you are writing a letter and the reason you are writing throughout your writing.

To use the simple structure of a wider range of text types.

E.g. to use a numbered list in a set of instructions or to write the sender's address on a letter.

To proof-read their work to check for errors and make simple improvements with guidance.

To make more ambitious word choices (often reflecting those modelled by a teacher).

E.g. The fierce, intimidating tiger leapt at the boy.

To usually maintain the correct tense (including the progressive form).

E.g. They are building a model. They were running across the road

E.g. We were listening to music while Sam was playing pool.

Uses the full range of punctuation from previous year groups

*full stops, capital letters, question marks and exclamation marks; commas within lists; apostrophes to show possession and to form contractions.

WORKING TOWARDS THE EXPECTED STANDARD

To begin to add inverted commas to mark direct speech (may not be consistent).

To use a range of simple conjunctions (including some subordination).

Range of co-ordinating conjunctions (FANBOYS); Some subordinating conjunctions (A WHITE BUS)

To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell some words with suffixes correctly, e.g. usually, poisonous, adoration.

To apply all spelling rules from the KS1 guidance within the English Appendix 1.

To begin to use neat, joined handwriting.

WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE:

To begin to use ideas from own reading and modelled examples to plan their writing.

E.g. writing an adventure story with a similar plot to a school reading book.

To demonstrate an increasing understanding of purpose and audience.

E.g. adapting your writing to make it more interesting for a reader.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

E.g. using appropriate subheadings, diagrams and captions in an information text about frogs.

To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.

E.g. spotting and correcting mistakes when working with a partner.

To make deliberate ambitious word choices to add detail.

E.g. The timid, miniscule mouse trembled with fear.

To begin to create settings, characters and plot in narratives.

E.g. designing your own character for an adventure story.

To begin to organise their writing into paragraphs around a theme.

E.g. grouping ideas according to a subject in a non-fiction report and ensuring one subject is discussed per paragraph.

TIPTOP (Time: Starts new paragraph when time has advanced Place: New place introduced Topic: New topic or subject introduced Person: New character introduced.)

To maintain the correct tense throughout a piece of writing.

Progressive Form: e.g. They are building a model. They were running across the road AND Present perfect tense:

WORKING TOWARDS THE EXPECTED STANDARD

e.g. Usain Bolt has been the World Record Holder for nine years. She has scored the winning goal.

To use the full range of punctuation from previous year groups.

*full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission

To use inverted commas in direct speech, mostly accurately

To use a range of simple conjunctions (including some subordination).

Range of coordinating conjunctions (FANBOYS) Some subordinating conjunctions (AWHITEBUS).

Sometimes in varied positions: e.g. I went to the shop because I was hungry. Because I was hungry, I went to the shop.

To begin to use conjunctions, adverbs and prepositions to show time, place and cause.

E.g. The ugly troll roared was beneath the bridge.

Anita surprisingly didn't like her birthday present. They pitched their tent before sunset.

To use 'a' or 'an' correctly most of the time.

To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.

To begin to spell homophones correctly, e.g. which and witch.

To spell some of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

PUPIL(S) ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE:

To plan and write with an understanding of purpose and audience.
E.g. planning to use technical words that a certain audience will understand.

To use the structure of several text types (including the use of simple layout devices in non-fiction). E.g. using appropriate subheadings, diagrams and captions in an information text about India.

To proof-read theirs and others' work to check for errors, suggesting and making improvements. E.g. giving a partner advice on how to make their writing better, i.e. by up-levelling their adjectives.

To make deliberate ambitious word choices to add detail, effect and to engage the reader. Powerful, (age appropriate) adjectives in a range of text types (narrative and non-fiction). E.g. The mirror suddenly smashed and a dark, shadowy figure appeared.

To create settings, characters and plot in narratives.
E.g. creating your own traditional tale based upon your own plotline.

To organise their writing into paragraphs around a theme.
E.g. independently ensure that only one topic is covered in each paragraph.

To maintain the correct tense throughout a piece of writing.
Progressive Form: e.g. They are building a model. They were running across the road AND Present perfect tense: e.g. Usain Bolt has been the World Record Holder for nine years. She has scored the winning goal.

To maintain the correct tense of writing, with accurate subject/verb agreement. E.g. They were (not they was). If the subject is singular (one) the verb must be singular. If the subject is plural (more than one) the verb must be plural.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

To use the full range of punctuation from previous year groups.
*full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission

To punctuate direct speech accurately, including the use of inverted commas.
Some uses of different punctuation should be evident (exclamation marks, question marks, commas and full stops.)

To use subordinate clauses
To use subordinate clauses that might just act as a dependent clause. (Like a rock, the beast was immovable.)

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
Conjunctions to open sentences and a range of adverbials (place, time and cause)
E.g. The cockerel began to crow early in the morning. The witches cast a spell in their grotto. The class got changed after P.E.

To use 'a' or 'an' correctly throughout a piece of writing.

To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell many of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy and speed.

WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT

To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).

e.g. pictures, captions, headings, sub-headings.

To write narratives with a clear beginning, middle and end with a clear plot.

E.g. a traditional tale with a problem and resolution.

To proofread and amend their own and others' writing with growing confidence.

E.g. easily spotting simple mistakes in a partner's work and correcting them.

To create more detailed settings, characters and plot in narratives.

*Similes, metaphors, powerful adjectives, expanded noun phrases (E.g. putting thought into the atmosphere of an invented setting and describing it accurately).

To organise their writing into paragraphs around a theme, perhaps inconsistently

*TIPTOP principles from Year 3 may be referred to.

To maintain accurate tense throughout a piece of writing.

E.g. "I have sold the last one," said the baker as he walked behind the counter.

To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was'; 'I did' rather than 'I done'.

WORKING TOWARDS THE EXPECTED STANDARD

To use the full range of punctuation from previous year groups.

*full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission *inverted commas for direct speech

To use inverted commas at the beginning and end of direct speech.

Vary the speech verbs. E.g. not just said: yelled, whispered etc

To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.

To begin to expand some noun phrases with the addition of modifying adjectives e.g. the teacher: the lively, fun teacher the girl: the tall, sporty girl

To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.

To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell many of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style consistently.

WORKING AT THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE:

To write non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). e.g. pictures, captions, headings, sub-headings

To write narratives with a clear beginning, middle and end with a coherent plot.

To write a range of narratives (myths/legends, different narratives (1st/3rd person, mystery, suspense)

To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

To create more detailed settings, characters and plot in narratives to engage the reader.

*Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g: the repulsive, menacing monster, with piercing eyes...)

To consistently organise their writing into paragraphs around a theme.

E.g. grouping ideas according to a subject in a non-fiction report and ensuring only one topic is discussed in each.

*TIPTOP

To maintain an accurate tense throughout a piece of writing.

To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

WORKING AT THE EXPECTED STANDARD

To use the full range of punctuation from previous year groups.

*full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission *inverted commas for direct speech

To use the necessary punctuation in direct speech mostly accurately. Use a wide variety of powerful speech verbs (comma, full stop, exclamation mark, question mark)

To use apostrophes for singular and plural possession with increasing confidence.

To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases,

e.g. the strict teacher with curly hair.

e.g. Across the murky, still lake, Beside the rolling, energetic waves,

e.g. The eerie ghost hovered above the rickety bed. Outside the house, the speeding taxi arrived.

To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

Also, some synonyms used to avoid repetition of nouns within and across sentences

To use a wide range of fronted adverbials,

e.g. As quick as a flash, Last weekend, usually demarcated with commas.

Adverbial types include: time, frequency, place, manner, degree/possibility

To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

WORKING TOWARDS THE EXPECTED STANDARD

To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell all of the Year 3 and 4 statutory spelling words correctly.

To consistently use a neat, joined handwriting style.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE:

To write a range of narratives (myths/legends, different narratives (1st/3rd person, mystery, suspense, using different story openings (setting/character description, action, dialogue, statement, question)

Narrative should be well-structured and paced.

To write a range of non-fiction texts that are well-structured with appropriate layout devices. (including genre-specific layout devices). e.g. pictures, captions, headings, sub-headings

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. E.g. quickly recognising and correcting where verbs and subjects do not agree.

To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.

*Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g: the repulsive, menacing monster, with piercing eyes....)

*Use personification

*Add atmosphere: Ellipsis use; physical reactions from the character; drawing on the 5 senses.

To consistently organise their writing into paragraphs around a theme with cohesion between paragraphs should be present (e.g. adverbials, topic openers, ellipsis moments)

To use the full range of punctuation from previous year groups.

*full stops *capital letters *question marks *exclamation marks *commas within a list *apostrophes for possession and omission *inverted commas for direct speech

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

To always maintain an accurate tense throughout a piece of writing.

To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was'; 'I did' rather than 'I done'.

To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas (comma, full stop, exclamation mark, question mark, ellipsis and dash (for an interruption)).

Use a wide variety of powerful speech verbs, and include actions in the reporting clause

e.g. "Hey you!" bellowed the boy, pointing a finger in the stranger's direction

To consistently use apostrophes for singular and plural possession.

To expand noun phrases with the addition of ambitious modifying adjectives (evidence of a "with" clause) and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit... During the dark, sinister evening, with a chill in the air,...

To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.

To use a wide range of fronted adverbials, e.g. As quick as a flash, Last weekend, demarcated with commas.

Adverbial types include: time, frequency, place, manner, degree/possibility

Other text-specific, cohesive adverbials should be used: cause and effect, opposition, reinforcing etc

To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).

To use their knowledge of word families to help with their spelling.



WORKING TOWARDS THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO MEET THE FOLLOWING AIMS WITH SUPPORT

To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical. *Cross-curricular writing is encouraged

*Narrative; instructions; non-chronological reports; recounts (including news reports and biography); persuasive pieces (including adverts and formal letters); discursive; explanation; poetry

To select appropriate grammar and vocabulary to match the purpose and audience of their writing

*Reference web link for text-type checklist: innovateeducation.co.uk/writing-1

E.g. choosing more ambitious words that are most suitable for the piece of writing in question.

To describe settings, characters and atmosphere with increasing awareness of the reader.

*Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g: the repulsive, menacing monster, with piercing eyes....)

To begin to use dialogue to convey a character and advance the action.

Use a combination of direct speech with an appropriate reporting clause to convey character. *Correct punctuation is mostly accurate

To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

To create paragraphs that are usually suitably linked (some transitions may be awkward).

WORKING TOWARDS THE EXPECTED STANDARD

E.g. the events within your second paragraph are logical and based upon the events of the first paragraph.

*Appropriate order is mostly used; Ellipsis moments; a range of cohesive fronted adverbials (Cause and effect; reinforcing/In addition; opposition, clarification)

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.

*Focus on basic spelling and punctuation

To use the full range of punctuation from previous year groups.

*full stops *capital letters *question marks *exclamation marks *commas within a list *commas for fronted adverbials *apostrophes for possession and omission *apostrophes for possessive plurals *inverted commas for direct speech

To begin to use commas to clarify meaning or to avoid ambiguity.

*After fronted adverbials and to separate a subordinate clause from a main clause

E.g. On a cold and gloomy night, Sunil waited for his friend, Jacob.

To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.

*Manner, degree, place, frequency, time

To use relative clauses

E.g. Steven, who was feeling quite unhappy, stomped down the stairs.

WORKING TOWARDS THE EXPECTED STANDARD

To show some use of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

E.g. "Perhaps you should get dressed," hinted mum.

"I might do," replied Max.

To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.

To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.

To spell some words correctly from the Y5/6 statutory spelling list.

To write legibly, fluently and with increasing speed.

WORKING AT THE EXPECTED STANDARD

PUPIL(S) ARE BEGINNING TO INDEPENDENTLY APPLY THEIR KNOWLEDGE

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

*Cross-curricular writing is encouraged

*Narrative; instructions; non-chronological reports; recounts (including news reports and biography); persuasive pieces (including adverts and formal letters); discursive; explanation; poetry

*Reference web link for text-type checklist: innovateeducation.co.uk/writing-1

To describe settings, characters and atmosphere to consciously engage the reader.

*Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g: the repulsive, menacing monster, with piercing eyes...)

*Personification *Appropriate, ambitious comparisons drawn (not "like a cheetah")

*Ellipsis and rhetorical questions for suspense

To use dialogue to convey a character and advance the action with increasing confidence.

*Use a combination of direct speech with an appropriate reporting clause to convey character; Correct punctuation is essential; use reported speech to move a narrative forward; Reporting clause should use an appropriate speech verb and character actions (For example: "Go away!" yelled George, smashing his fist on the table.)

To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

WORKING AT THE EXPECTED STANDARD

To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.

To create paragraphs that are usually suitably linked.

*Appropriate order is always used; Ellipsis moments; RANGE of cohesive fronted adverbials (Cause and effect; reinforcing/In addition; opposition, clarification) Topic openers (e.g. a paragraph about ballet dancing starts with the phrase "Ballet dancing is a hobby enjoyed by many...")

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

*Basic spelling and punctuation checked. Additionally, improvement in vocabulary choice evident (e.g. improvement of adjectives, addition of expanded noun phrases for impact, up-leveiling figurative language, inclusion of technical vocabulary).

To use the full range of punctuation from previous year groups.

*full stops; capital letters; question marks; exclamation marks; commas within a list; commas for fronted adverbials; apostrophes for possession and omission; apostrophes for possessive plurals; inverted commas for direct speech.

To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.

*After fronted adverbials, separating a subordinate and main clause, lists, demarcate dialogue, relative clause/parenthesis

To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion.

*including time adverbials, e.g. later; place adverbials, manner, degree and frequency e.g. nearby; and number, e.g. secondly.

WORKING AT THE EXPECTED STANDARD

To use relative clauses, employing a range of relative pronouns(who, which, where, when, whose, that), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.

To use brackets, dashes or commas to begin to indicate parenthesis.

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

*To use modal verbs for different purposes (in different text types)

To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.

To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.

To spell many words correctly from the Y5/6 statutory spelling list.

To write legibly, fluently and with increasing speed.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

PUPIL(S) ARE CONFIDENTLY AND INDEPENDENTLY ABLE TO APPLY THEIR KNOWLEDGE

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.

*Cross-curricular writing is encouraged: Narrative; instructions; non-chronological reports; recounts (including news reports and biography); persuasive pieces (including adverts and formal letters); discursive; explanation; poetry

*Reference web link for text-type checklist: innovateeducation.co.uk/writing-1

To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.

*Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g. the repulsive, menacing monster, with piercing eyes...); Personification; Appropriate, ambitious comparisons drawn (not "like a cheetah"); Ellipsis and rhetorical questions for suspense; Short sentences used to affect the pace (e.g. complex sentences juxtaposed with a short sentence); Repetition of a powerful phrase, reinforced to the reader; Skillful use of onomatopoeia.

To regularly use dialogue to convey a character and advance the action.

*Use a combination of direct speech with an appropriate reporting clause to convey character. *Correct punctuation is essential; Use reported speech to move a narrative forward; Reporting clause should use an appropriate speech verb and character actions (For example: "Go away!" yelled George, smashing his fist on the table.) Use of indirect speech

To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

To consistently link ideas across paragraphs.

*Appropriate order is always used; Use the repetition of a phrase or idea from the previous paragraph; ellipsis moments; RANGE of cohesive fronted adverbials (Cause and effect; reinforcing/In addition; opposition, clarification) Topic openers (e.g. "Ballet dancing is a hobby enjoyed by many...)

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

*Basic spelling and punctuation checked. Additionally, improvement in vocabulary choice evident. Grammatical modifications evident (e.g. adding or removing of clauses, changing/adding adverbials sentence)

To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Full range of punctuation:

*full stops *capital letters *question marks *exclamation marks *commas within a list *commas for fronted adverbials *apostrophes for possession and omission *apostrophes for possessive plurals *inverted commas for direct speech.

To use commas consistently to clarify meaning or to avoid ambiguity.

*After fronted adverbials, separating a subordinate and main clause, lists, demarcate dialogue, relative clause/parenthesis

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion

*including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly; All use of adverbials; Bespoke adverbials (After the referee had blown the final whistle,...) i.e. subject-specific adverbial

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

To use relative clauses, employing a range of relative pronouns, varying the position of the clause (i.e embedded or to end the sentence), evidenced in a range of text types.

To use brackets, dashes or commas to indicate parenthesis.

*Evidence of all three punctuation marks; ;Varied purpose of parenthesis (age, relative clause, comic aside to the reader) in different text types.

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

*Modal verbs used for formality (might it be suggested.... Should this be the case...); To combine modal verbs with adverbs (e.g he could possibly... they should surely)

To spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.

To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.

To spell most words correctly from the Y5/6 statutory spelling list.

To write legibly, fluently and with increasing speed



WORKING TOWARDS THE EXPECTED STANDARD

THE PUPIL CAN WRITE FOR A RANGE OF PURPOSES:

Using paragraphs to organise ideas

Always start a new paragraph when you start to write about a different person, location or event.

In narratives, describing settings and characters:

Using expanded noun phrases. e.g. ...the slight, black-coated figure
thick layers of cavernous snow...

Using prepositional phrases. e.g. ...against the window... ...under the
moonlit sky... ...with a deep sigh...

Using figurative language and personification. e.g. ...screeched like
a wailing cat.....the sun smiled down on them...

In non-narrative writing, use simple devices to structure the writing
and support the reader (e.g. headings, sub-headings, bullet points)

Organise your work into appropriate sections/ideas/topics
using introductions, headings, sub-headings, bullet points and
conclusions where necessary.

USING MOSTLY CORRECTLY

Use capital letters at the beginning of sentences and for proper
nouns.

e.g. During Fiona's first visit to London in July, she went on a sightseeing
tour to Buckingham Palace.

WORKING TOWARDS THE EXPECTED STANDARD

Use a full stop at the end of every command or statement sentence.
e.g. Harry stopped and stared. "Go and tidy your bedroom."

Use a question mark to demarcate every question sentence. e.g.
Would he survive the journey? What are the stages of the water cycle?

Use commas to demarcate items in a list. e.g. They were all packed
for the camping trip with sleeping bags, tent pegs, air beds and their
camping stove.

Use apostrophes in contracted words in informal writing. e.g. I'd
never been so terrified. That wasn't the only problem.

Spelling most words correctly (years 3 and 4)

Spelling some words correctly (years 5 and 6)

Write legibly

Write in a neat style that is easy to read

WORKING AT THE EXPECTED STANDARD

THE PUPIL CAN WRITE EFFECTIVELY FOR A RANGE OF PURPOSES AND AUDIENCES, SELECTING LANGUAGE THAT SHOWS GOOD AWARENESS OF THE READER.

In narratives, describe settings, characters and atmosphere

Using short sentences, rhetorical questions and ellipsis moments to create atmosphere. e.g. Distant voices whispered. She stood motionless and waited... Why would there be a knock on the door at this time?

Using expanded noun phrases. e.g. ...a dark, blustery afternoon... ...the slight, black-coated figure, with a hunched frame... ...thick layers of cavernous snow...

Using prepositional phrases. e.g. ...against the window... ...under the moonlit sky... ...with a deep sigh...

Using figurative language and personification. e.g. ...screached like a wailing cat... the sun smiled down on them...

Integrate dialogue in narratives to convey character and advance the action

Using direct speech to show a character's feelings, thoughts or opinions. e.g. "This competition is in the bag," bragged Declan. "M..m.. maybe it's gone now," stuttered Paulina.

Using direct speech to advance the action. e.g. "Wait don't go in there!" "Strap yourself in. We're preparing for re-entry."

WORKING AT THE EXPECTED STANDARD

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Use modal verbs to show the likelihood or possibility of events. e.g. The coastline will start to erode... The minotaur could be hiding anywhere...

Use the passive voice accurately? (subject + was/were + past participle) e.g. The priceless vase was broken... The traumatised children were rescued...

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Using pronouns to refer back to a point. e.g. Everything was still... This is usually because of...

Using fronted adverbials. e.g. Within a few minutes,... As the day went on,... Once the sun had set,...

Using a range of opening clauses (-ed, -ing, similes, feelings, adjectives/nouns). e.g. Puzzled, the man scratched his head. Dashing quickly, the lady reached the bus stop. Heart-broken, the child stood, alone. Cobwebs spanned the corridor.

Use verb tenses consistently and correctly throughout their writing

Always have subject/verb agreement throughout your work? e.g. The swooping bird was... My friend and I were...

Use the present and past perfect tense correctly? (has/ had+past

WORKING TOWARDS THE EXPECTED STANDARD

participle) e.g. Their popularity has increased... The snarling beast had escaped...

Use the present continuous tense correctly? (is/am/are + present participle) e.g. He is exploring... I am recording...

Use the past continuous tense correctly? (was/were + present participle) e.g. She was weeping... They were watching...

Use modal verbs to show how likely an event is to happen in the future? e.g. The coastline will start to erode... The minotaur could be hiding anywhere...

Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

Usually punctuate direct speech correctly. e.g. "Draw your sword," proclaimed the knight. "Don't defy me!"

Usually use commas to demarcate clauses. e.g. Trying to lend a helping hand, Zara washed the dishes. The spectators, who were crammed into the stadium, cheered in triumph.

Usually use commas, brackets and dashes to mark parenthesis. e.g. My brother (the scruffiest person in history) never washes his hair. The Empire State Building, which is located in New York, is one of the tallest structures in America. Many wild cats- but not all of them- originate from Africa.

Correctly include dashes in your work. e.g. It felt like forever- the longest day in history.

Correctly include semi-colons in your work. e.g. Jack's eyes slowly opened; there was no one to be seen.

WORKING TOWARDS THE EXPECTED STANDARD

Correctly include colons in your work. e.g. They all knew her secret: she was obsessed with books.

Correctly include hyphens in your work. e.g. anti-climax, a real eye-opener, twenty-four people.

Semi colons and colons should also be shown in lists

Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintain legibility in joined handwriting when writing at speed. Write with speed using a joined, legible handwriting style

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

WRITE EFFECTIVELY FOR A RANGE OF PURPOSES AND AUDIENCES, SELECTING THE APPROPRIATE FORM AND DRAWING INDEPENDENTLY ON WHAT THEY HAVE READ AS MODELS FOR THEIR OWN WRITING (e.g. literary language, characterisation, structure):

Distinguish between the language of speech and writing and choose the appropriate register

Using informal/conversational language. e.g. Awesome! Come on, that's a right joke!

EXERCISE AN ASSURED AND CONSCIOUS CONTROL OVER LEVELS OF FORMALITY, PARTICULARLY THROUGH MANIPULATING GRAMMAR AND VOCABULARY TO ACHIEVE THIS

In formal writing, by..

Using some passive sentence structures. e.g. The suspects were seen by... They were traditionally worn by...

Using technical/ precise vocabulary choices. e.g. Every dancer has unique feet with varying length, shape, arch, flexibility, extension and strength.

Using subjunctive verb forms. e.g. If he were to become wealthy,... I recommend that he be jailed...

Using modal verbs. e.g. should it become a problem... might I suggest...

In informal writing and speech, by...

Using idioms, colloquialisms, clichés, slang or dialect. e.g. feeling under

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

the weather... raining cats and dogs... it was a no-brainer...

Using question tags. e.g. That's surely not the case, is it? You agree, don't you?

Referring directly to the reader (using 'you') e.g. Have you ever thought about... I'm certain that you would find...

Using contracted apostrophe words. e.g. could've... shouldn't... won't... I'll...

Use the range of punctuation taught at key stage 2 correctly (e.g. semi colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

All full stops, capital letters, exclamation marks and speech marks.

Inverted commas. e.g. "Ewan!" boomed a voice. The professor snarled, "Don't mess with me boy."

Commas, brackets and dashes to mark parenthesis. e.g. Ballet dancers jump en pointe (on the tips of their toes) during performances. Only three major cities- Sheffield, Manchester and London- are involved. The bus, which was late, headed for the town.

Commas to demarcate clauses and separate items in a list. e.g. Dogs require a lot of care, e.g. walking, grooming, feeding and regular check-ups with a vet. Kangaroos, which are native to Australia, are marsupials. Half way up a nearby cliff, the puffins were clearly visible.

Dashes. e.g. I tell myself everything will be okay – nothing could possibly go wrong.

YEAR 6

Writing Checklist

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

Hyphens. e.g. human-eating fridge, self-confidence, three-quarters

Semi-colons. e.g. He raced on into the darkness; he could hear his mother's voice echoing in his head.

Colons. e.g. I wasn't just physically lost: I had no one.



