



Writing

TRANSCRIPTION						
Spelling						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Writing

National Curriculum	<p>ELG- Writing Children at the expected level will:</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 	<p>Spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught. • Common exception words. • Days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Using the prefix –un. • Using –ing, –ed and –est where no change is needed in the spelling of the root word. <p>Apply simple spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Apply spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using</p>	<p>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.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus.</p>
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Writing

			<p>the GPCs, common exception words and punctuation taught so far.</p>				
Skills	<p>I can break the flow of speech into words, hear and say the initial sound in words and segment sounds in words and blend them together. I can give meanings to the marks I make as I draw, write, paint or use a keyboard or touch screen technology. I can spell some words in a phonically plausible way, even if sometimes incorrect.</p>	<p>To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance. To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling. To apply further Y2 spelling rules and guidance. To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell</p>	<p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>



Writing

Knowledge	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To spell some common high frequency words correctly.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To spell simple compound words (e.g. dustbin, football).</p>	<p>To spell some common homophones correctly (e.g. bare/bear, blue/blew, night/knight).</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly – consider, answer, exercise, remember, quarter, learn, heard, early, earth, calendar, popular, regular, appear, disappear, address, arrive, different, difficult, busy, breathe, complete, increase, extreme, decide, describe, island, forward, forwards, history, important, reign, straight, strange, February, breath, fruit, group, heart, interest, perhaps, question, build, continue, experiment, promise, natural.</p> <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To successfully add the prefixes dis-, in-, im-, re-, anti-, super-, sub- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffixes -ous, -ly, -ion, -ian to root words and explain how they change the meaning of root words.</p> <p>To spell words ending in -ture correctly.</p> <p>To add -ation to verbs to form nouns.</p> <p>To spell words with the c sound spelt 'ch' correctly.</p> <p>To spell words with sh sound spelt ch correctly.</p> <p>To spell words with short / sound spelt with the y correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly</p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To successfully add the prefixes mis-, auto-, inter-, ir- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffix -ion to root words and explain how it changes the meaning of root words.</p> <p>To spell words ending in <i>zhuh</i> spelt sure correctly.</p> <p>To spell words with the short <i>u</i> sound spelt ou correctly.</p> <p>To spell words with the <i>ay</i> sound spelt ei, eigh, ey correctly.</p> <p>To spell words ending in -ous correctly.</p> <p>To spell words with the <i>s</i> sound spelt sc correctly.</p> <p>To spell words ending -<i>zhun</i> spelt sion correctly.</p> <p>To spell words with the <i>c</i> sound spelt -que correctly.</p> <p>To spell words with the <i>g</i> sound spelt -gue correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly – accompany, according, appreciate, attached, accommodate, aggressive, rhyme, rhythm, symbol, system, forty, curiosity, embarrass, excellent, exaggerate, especially, interrupt, develop, determined, familiar, definitive, awkward, persuade, immediately, suggest, marvellous, necessary, programme, recommend, convenience, muscle, disastrous, neighbour, interfere, average, desperate, temperature, vegetable, frequently, equipment, bruise, nuisance, recognise, criticise.</p> <p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To spell words with the silent letters b, t correctly.</p> <p>To spell words containing the letter string ough correctly.</p> <p>To successfully add the prefixes mis-, auto-, inter-, ir- to root words and explain how they change the meaning of root words.</p> <p>To successfully add the suffixes -able, -ible, -ably, -ibly to root words and explain how they change the meaning of root words.</p> <p>To spell words ending in -ent correctly.</p> <p>To spell words ending in -ence correctly.</p> <p>To spell words with the <i>ee</i> sound spelt ei correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p> <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To develop their knowledge of morphology and etymology in spelling, including the origins of root words and how this can be used to support spelling.</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use further suffixes and understand the guidance for adding them.</p> <p>To add suffixes beginning with a vowel to words ending in -fer.</p> <p>To spell words with the <i>sh</i> sound spelt ti, ci, si or ssi correctly.</p> <p>To spell words with the silent letters k, g, l and n correctly.</p> <p>To spell words with <i>ee</i> sound spelt ei and ie correctly.</p> <p>To spell words ending in -ible and -able correctly.</p>
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Writing

						<p>To spell words ending in –ant correctly.</p> <p>To spell words ending in –ance correctly.</p> <p>To spell words ending in –ancy correctly.</p> <p>To spell words ending <i>shul</i> spelt –cial or –tial correctly.</p>	
Topic /							
Handwriting							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others <p>ELG- Fine motor skills</p> <p>Children at the expected level will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>		<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Choosing the writing implement that is best suited for a task.</p>	



Writing

Skills	<p>I can hold a pencil in a tripod grip to form recognisable letters.</p> <p>I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; <p>Choosing the writing implement that is best suited for a task.</p>
Knowledge	<p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways).</p>	<p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways).</p>				<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
Topic / Coverage							

	COMPOSITION						
	Planning, Writing and Editing						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Writing

National Curriculum	<p>ELG- Writing Children at the expected level will: Write simple phrases and sentences that can be read by others</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives <p>Re-reading what they have written to check that it makes sense</p>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Proof-reading to check for errors in spelling, grammar and punctuation</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
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Writing

Awareness of Audience, Purpose and Structure							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>I can break the flow of speech into words, hear and say the initial sound in words and segment sounds in words and blend them together.</p> <p>I can give meanings to the marks I make as I draw, write, paint or use a keyboard or touch screen technology.</p> <p>I can write simple sentences that can be read by others.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use adjectives to describe.</p>	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
Knowledge	To recognise and use adjectives and conjunctions.	To recognise and use adjectives.	To understand the four different sentence types and the punctuation that should be used for each one.	To understand the function of a paragraph.	To confidently explain the function of a paragraph and when a new paragraph is needed.		To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Topic /							



Writing

National Curriculum	ELG- Writing Children at the expected level will: Write simple phrases and sentences that can be read by others	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the peers and the teacher.	Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none">• Writing narratives about personal experiences and those of others (real and fictional)• Writing about real events• Writing poetry Writing for different purposes	Draft and write by: <ul style="list-style-type: none">• In narratives, creating settings, characters and plot• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.□	Plan their writing by: <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form.• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: <ul style="list-style-type: none">• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Writing

Skills	<p>I can write for different purposes such as greeting cards, tickets, lists, invitations and stories.</p>	<p>To use simple features, including headings, sub-headings and numbered steps of different text types, including non-chronological reports and instructions, Make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. To read aloud their writing clearly and loudly.</p>	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To discuss writing which is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives (including diaries, legends and stories) and non-fiction pieces (including non-chronological reports, persuasive texts balanced arguments, newspapers and biographies) using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To consistently produce sustained and accurate writing from different narrative and non-fiction genres (including stories, letters, non-chronological reports, explanations, balanced arguments, myths, diaries, biographies, persuasive pieces and newspapers) with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To 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 (including literary language, characterisation, structure, etc.). to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
Knowledge	<p>To use developing phonic knowledge to write things such as labels and captions, which later progresses to simple sentences. To explain some simple features of narratives, lists and invitations.</p>	<p>To explain the features of narratives, instructions, non-chronological reports, letters and narratives.</p>	<p>To explain the features of narratives, instructions, non-chronological reports, letters, narratives and biographies.</p>	<p>To demonstrate an increasing understanding purpose and audience. To explain the structure of a narrative. To explain the features of narratives, instructions, non-chronological reports, letters, persuasive texts, biographies, balanced arguments and newspapers.</p>	<p>To explain the structure of narratives, instructions, non-chronological reports, letters, persuasive texts, biographies, balanced arguments and newspapers.</p>		<p>To understand and explain the purpose of further organisational and presentational devices. To distinguish between the language of speech and writing. To understand and use passive verbs to affect how information is presented.</p>



Writing

Topic / Coverage						
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VOCABULARY, GRAMMAR AND PUNCTUATION								
Sentence Construction and Tense								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <p>Write simple phrases and sentences that can be read by others</p>		<p>Learn how to use:</p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form <p>Some features of written standard English.</p>	<p>Develop their understanding of concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. 		<p>Develop their understanding of concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause <p>Using modal verbs or adverbs to indicate degrees of possibility</p>		
Skills	Begin to recognise the beginning and end of sentences.	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	To always maintain an accurate tense throughout a piece of writing.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	
Knowledge	Understand that writing is made up of sentences.	To identify whether a sentence is complete.	<p>To explain the differences between the four sentences types and</p> <p>To explain and identify some features of Standard English.</p>	To use 'a' or 'an' correctly	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To understand and use modal verbs and adverbs to suggest degrees of possibility.		



Writing

Topic /		Use of Phrases and Clauses						
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Joining words and joining clauses using 'and'. Learning the grammar for year 1 in English Appendix 2. 	<p>Learn how to use:</p> <ul style="list-style-type: none"> Expanded noun phrases to describe and specify [for example, the blue butterfly]. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>Learning the grammar for year 2 in English Appendix 2.</p>	<p>Develop their understanding of concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials <p>Learning the grammar for years 3 and 4 in English Appendix 2</p>			<p>Develop their understanding of concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Learning the grammar for years 5 and 6 in English Appendix 2</p>	
	Skills	<p>Begin to recognise the beginning and end of sentences.</p>	<p>To use the conjunction 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use the conjunction 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify.</p>



Writing

Knowledge	Understand that writing is made up of sentences.	To explain when 'and' can be used in sentences.		To explain the difference between a main and subordinate clause.	To understand that a subordinate clause can be placed at the beginning or end of a sentence.	To explain the difference between an adverb and preposition. To explain the difference between a phrase and a clause.		
Topic / Coverage								
Punctuation								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>ELG- Writing</p> <p>Children at the expected level will:</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Leaving spaces between words. Beginning to punctuation sentences using a capital letter and a full stop, question mark or exclamation mark. Using capital letters for names of people, places, the days of the week and the personal pronoun 'I'. Learning the grammar for year 1 in English Appendix 2. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use: The grammar for year 2 in English Appendix 2</p>	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns <p>Using and punctuating direct speech</p>			<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list <p>Punctuating bullet points consistently</p>	



Writing

Skills	Begin to use capital letters in the right places (for names and at the start of sentences).	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks; Commas to separate lists; Apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Knowledge	To start to explain the purpose of capital letters and full stops and where they should be used.	To explain the purpose of capital letters and where they should be used. To identify questions and where question marks should be used. To identify where exclamation marks could be used.	To understand the purpose of apostrophes.	To explain the difference between direct and reported speech. To explain the purpose of inverted commas.	To explain the difference between singular and plural possession.	To explain what parenthesis is and understand when it can be used.	To explain the purpose of all the punctuation taught at KS2.
Topic / Coverage							
Use of Terminology							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Use the grammatical terminology in English Appendix 2 in discussing their writing.						
Skills							



Writing

Knowledge		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To begin to use the terms noun, pronoun, verb, adjective and conjunction and use them accurately in their writing.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
Topic / Coverage							