



	<p>watch > watches) by adding –s or –es</p> <ul style="list-style-type: none"> ○ Begin to spell words using contracted forms (I'm, he's, I'll) 					
<p>Summer</p> <p>Autumn and Summer term learning revised alongside.</p> <p>* Grapheme-phoneme correspondence</p> <p>≈ A compound sentence will use a connective (usually and in year one) to connect two simple sentences.</p>	<ul style="list-style-type: none"> ○ Expand use of prefixes and suffixes to include 'un' and 'er' and 'est' where no change is needed in the spelling of root words ○ Write from memory simple sentences dictated by the teacher that include words using the GPCs* and common exception words taught so far 		<ul style="list-style-type: none"> ○ Begin to write sentences and punctuate them using an exclamation mark ○ Use simple noun phrases (adjective + noun) ○ Can use the following terminology to discuss their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i> 	<ul style="list-style-type: none"> ○ Use simple prepositions 	<ul style="list-style-type: none"> ○ Organise events using numbers or by ordering pictures and begin to assign time related words to this practice <p>NB – Although not necessary to teach the term adverbs explicitly, please use red to write time related vocabulary when sequencing.</p>	<ul style="list-style-type: none"> ○ Write accurate simple and compound sentences[≈]

Year Two	Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition for effect	Organising writing	Sentence structures
Autumn	<ul style="list-style-type: none"> ○ Spell by segmenting spoken words into phonemes and 	<ul style="list-style-type: none"> ○ Form lower-case letters of the correct size 	<ul style="list-style-type: none"> ○ Use capital letters, full stops, question marks and exclamation 	<ul style="list-style-type: none"> ○ Consider what they are going to write before beginning by 	<ul style="list-style-type: none"> ○ Consider what they are going to write before beginning by 	<ul style="list-style-type: none"> ○ Write questions (beginning with who/ what/



	<p>represent these by graphemes, spelling many correctly.</p> <ul style="list-style-type: none"> ○ Spell by learning new ways of spelling phonemes for which one or more spellings are already known ○ Spell common homophones ○ Spell common exception words taught so far ○ Add suffixes to spell longer words, including -ly 	<p>relative to one another</p> <ul style="list-style-type: none"> ○ 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 	<p>to demarcate sentences</p> <ul style="list-style-type: none"> ○ Use coordinating conjunctions (or/and/but) ○ Write expanded noun phrases to describe and specify (noun + adjective) ○ Use the present and past tenses correctly and consistently ○ Use -ly to turn adjectives into adverbs – slow/ slowly 	<p>planning or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> ○ When planning, write down ideas and/or key words, including new vocabulary ○ Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils ○ Re-read to check that writing makes sense e.g. verb tense 	<p>encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> ○ Use brief opening and ending ○ Appropriately sequences ideas 	<p>when/ where/ how etc)</p> <ul style="list-style-type: none"> ○ Write statements
<p>Spring Autumn term learning revised alongside.</p>	<ul style="list-style-type: none"> ○ Use the possessive apostrophe (singular) ○ Add suffixes to spell longer words, including -ful, -less (to create adjectives) ○ Spell more words with contracted forms 	<ul style="list-style-type: none"> ○ Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> ○ Use subordinating conjunctions (when/ if /that /because) ○ Use commas to separate items in a list ○ Use apostrophes to mark where letters are missing in spelling 	<ul style="list-style-type: none"> ○ Proof-read to check for errors in spelling, grammar and punctuation ○ Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience 	<ul style="list-style-type: none"> ○ Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> ○ Write exclamatory sentences starting with 'what' or 'how'. ○ Write commands using the imperative form of a verb



	<ul style="list-style-type: none"> Distinguish between homophones and near-homophones 		<ul style="list-style-type: none"> Use the suffixes –er, –est, in adjectives 	<ul style="list-style-type: none"> Use adventurous vocabulary appropriate to task 		
<p>Summer</p> <p>Autumn and Summer term learning revised alongside.</p>	<ul style="list-style-type: none"> Add suffixes to spell longer words –ment, –ness Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<ul style="list-style-type: none"> Use the progressive form correctly and consistently e.g he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma 	<ul style="list-style-type: none"> Use a range of prepositions (behind, before, above, along) 		<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command



Year Three	Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition for effect	Organising writing	Sentence structures
Autumn	<ul style="list-style-type: none"> ○ Use further prefixes and suffixes and understand how to add them ○ Spell words that are often misspelt (English Appendix 1) ○ Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> ○ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ○ Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> ○ Use conjunctions to express time, place and cause ○ Use adverbs and prepositions to express time, place and cause ○ Use inverted commas to punctuate direct speech ○ Know when to use 'a' and 'an' <p>Though the explicit teaching of determiners is not necessary, please use purple when writing articles 'a' and 'an'.</p> <ul style="list-style-type: none"> ○ Proof-read for spelling and punctuation errors ○ Use irregular simple past-tense verbs e.g. awake / awoke ○ Write expanded noun phrases using concise adjectives. 	<ul style="list-style-type: none"> ○ Writing is clear in purpose ○ 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 ○ When planning, discuss and record ideas ○ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary ○ Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> ○ Organise writing into logical chunks and write a coherent series of linked sentences for each ○ Select nouns and pronouns to provide clarity for the reader ○ Use simple organisational devices, e.g. headings and subheadings 	<ul style="list-style-type: none"> ○ Draft and write an increasing range of sentence structures (simple and compound) ○ Use some variation in sentence types (statement/ command/ question/ exclamation)



<p>Spring</p> <p>Autumn term learning revised alongside.</p>	<ul style="list-style-type: none"> Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings 		<ul style="list-style-type: none"> Use noun phrases and commas accurately. <i>Choose the longest, thinnest peas.</i> 	<ul style="list-style-type: none"> In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' 	<ul style="list-style-type: none"> Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)
<p>Summer</p> <p>Autumn and Summer term learning revised alongside.</p>	<ul style="list-style-type: none"> Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma 	<ul style="list-style-type: none"> Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> Uses varied nouns and pronouns for cohesion 	

Year Four	Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition for effect	Organising writing	Sentence structures
Autumn	<ul style="list-style-type: none"> Use further prefixes and suffixes and 	<ul style="list-style-type: none"> Use the diagonal and horizontal 	<ul style="list-style-type: none"> Use inverted commas and other 	<ul style="list-style-type: none"> Discuss writing similar to that 	<ul style="list-style-type: none"> Non-narrative material uses 	<ul style="list-style-type: none"> Compose and rehearse sentences



	<p>understand how to add them (English Appendix 1)</p> <ul style="list-style-type: none"> ○ Spell further homophones ○ Spell words that are often misspelt (English Appendix 1) ○ Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's ○ Use the first two or three letters of a word to check its spelling in a dictionary 	<p>strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> ○ Is able to maintain fluency of writing and has sufficient stamina for typical written tasks 	<p>punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <ul style="list-style-type: none"> ○ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair ○ Understand the difference between plural and possessive -s ○ Proof-read for spelling and punctuation errors ○ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> ○ Plan their writing by discussing and recording ideas ○ Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ○ In narratives, creates settings, characters and plot ○ Use a varied and rich vocabulary ○ Extend the range of multi-clause sentences used by using a wider range of conjunctions (When, if, although, until). 	<p>simple organisational devices</p> <ul style="list-style-type: none"> ○ Organise paragraphs around a theme ○ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<p>orally (including dialogue)</p> <ul style="list-style-type: none"> ○ Use an increasing range of sentence length and structure ○ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
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<p>Spring</p> <p>Autumn term learning revised alongside.</p>	<ul style="list-style-type: none"> Plural nouns of words ending in 'o 	<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 	
<p>Summer</p> <p>Autumn and Summer term learning revised alongside.</p>	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> Use figurative language such as similes, alliteration to build a picture in the readers head 		

Year Five	Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition for effect	Organising writing	Sentence structures
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<p>Autumn</p>	<ul style="list-style-type: none">○ 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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary○ Use a thesaurus	<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">○ Proof-read for spelling and punctuation errors○ Use relative clauses beginning with who, which, where, when, whose, that○ Use commas to clarify meaning or avoid ambiguity in writing○ Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'○ Ensure correct subject and verb agreement when using singular and plural○ Use brackets, dashes or commas to indicate parenthesis	<ul style="list-style-type: none">○ Note and develop initial ideas, drawing on reading and research where necessary○ Use dialogue to advance the action within narrative pieces.○ Select the appropriate form and use other similar writing as models for their own○ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning○ Evaluate and edit by assessing the effectiveness of their own and others' writing○ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<ul style="list-style-type: none">○ Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining○ Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences	<ul style="list-style-type: none">○ Make deliberate choices of sentence length and structure for impact on the reader○ Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ...
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				<ul style="list-style-type: none"> Use expanded noun phrases (noun + adjective) to convey complicated information concisely 		
<p>Spring</p> <p>Autumn term learning revised alongside.</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry 	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs through tense choice (he had seen her before) 	<ul style="list-style-type: none"> Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence
<p>Summer</p> <p>Autumn and Summer term learning revised alongside.</p>	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused 		<ul style="list-style-type: none"> Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in 	<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs 	



			<p>English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>			
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Year Six	Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition for effect	Organising writing	Sentence structures
Autumn	<ul style="list-style-type: none"> 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 a thesaurus Recognise how words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> 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 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables Draft and write by using a wide range of devices to build cohesion within paragraphs Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense) 	<ul style="list-style-type: none"> Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?



			<ul style="list-style-type: none"> ○ Use brackets, dashes or commas to indicate parenthesis ○ Use a colon to introduce a list ○ Use a semi colon within lists ○ Use semi colons, colons or dashes to mark boundaries between independent clauses ○ Use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> ○ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ Use adverbs, prepositional phrases and expanded noun phrases (noun + adjective) effectively for qualification and precision ○ Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter 	<p>choice/ adverbials) and ellipsis</p>	<ul style="list-style-type: none"> ○ Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come
<p>Spring</p> <p>Autumn term learning revised alongside.</p>	<ul style="list-style-type: none"> ○ Use further prefixes and suffixes and understand the guidance for adding them ○ Spell some words with 'silent' letters 		<ul style="list-style-type: none"> ○ Use the perfect form of verbs to mark relationships of time and cause ○ Use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and atmosphere ○ Integrate dialogue to convey character and advance the action 		



			<ul style="list-style-type: none">○ Punctuate bullet points consistently	<ul style="list-style-type: none">○ Use figurative language such as similes, alliteration, metaphors and personification in a range of writing○ Selects verb forms for meaning and effect e.g. deliberate change of tense		
Summer Autumn and Summer term learning revised alongside.	<ul style="list-style-type: none">○ Continue to distinguish between homophones and other words which are often confused	<ul style="list-style-type: none">○	<ul style="list-style-type: none">○ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points	<ul style="list-style-type: none">○ Manage shifts in levels of formality within a text○ Select synonyms accurately for effect rather than as an alternative for an original word		