



Progression Drives for Writing

FS/Reception

Composition	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Handwriting	Phonics
Children should be encouraged to orally rehearse their sentences or phrases.	<p>Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’</p>	<p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>	<p>Pupils should be taught to:</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>Phase 1, 2.3 and 4 phonics</p>

Composition	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Handwriting	Phonics/Spelling
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Fiction: Planning Tools: Story map / story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end - 5 parts to a story: Opening Build-up Problem / Dilemma Resolution Ending</p> <p>Non-fiction: Planning tools: text map / washing line Heading Introduction Middle section(s) Ending</p> <p>Bullet points for instructions Labelled diagrams</p>	<p>Types of sentences: Statements Questions Exclamations Command Also as openers: <i>While... When... Where...</i></p> <p>Simple sentences <i>The castle is haunted.</i> Expanded noun phrases for description and specification eg: <i>the blue butterfly, plain flour,</i></p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>Prepositions: <i>Inside, outside, towards, across, under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. <i>helping helped helper.</i></p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind or untie the boat</i>)</p>	<p>Introduce: Capital Letters - for names - for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Finger spaces</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>punctuation</p> <p>question mark</p> <p>exclamation mark</p> <p>singular/ plural</p> <p>speech bubble</p> <p>bullet points</p> <p>adjective</p> <p>verbs</p> <p>conjunction</p> <p>alliteration</p> <p>simile – 'like' and 'as'</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - Join letters using Debbie Hepplewhite handwriting style - 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 	<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week Name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: <ul style="list-style-type: none"> - use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - use the prefix un– - use the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words - apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2

Composition	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Handwriting	Phonics/Spelling
<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <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 <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,</p>	<p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening Build-up Problem / Dilemma Resolution Ending should be a section rather than one final sentence</p> <p>Non-Fiction Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading. hook to engage reader Factual statement / definition, opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections</p>	<p>Types of sentences: Statements Questions Exclamations Commands</p> <p>Vary openers eg: 'ly' starters</p> <p>Expanded noun phrases e.g. <i>plenty of food</i></p> <p>Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i></p> <p>Complex sentences (subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p>	<p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i></p> <p>Similes using...like... e.g. <i>hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,.... Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>noun, noun phrases</p> <p>statement, question, exclamation command (bossy words)</p> <p>compound</p> <p>suffix</p> <p>adjective verb adverb</p> <p>tense (past, present, future)</p> <p>apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>conjunction alliteration simile – 'as'/ 'like' speech bubble bullet points</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - Join letters using Debbie Hepplewhite handwriting style - 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>Pupils should be taught to 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 - 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 the GPCs, common exception words and punctuation taught so far. <p>See <i>English Appendix 1</i></p>

<p>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 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>).</p> <p>Correct choice of present and past tense.</p>	<p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>List of 3 for description e.g. <i>African elephants have long trunks, curly tusks and large ears.</i></p>					
--	---	--	--	--	--	--	--

Composition	Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology	Handwriting	Spelling
<p>Pupils should be taught to:</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 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative 	<p>Fiction</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma – include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>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>Non-Fiction</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</p>	<p>Vary long and short sentences: Long – to add description or information. Short - for emphasis/ making key points e.g. <i>Visit the farm now.</i></p> <p>Express time. place and cause through conjunctions.</p> <p>Adverb starters to add detail e.g. Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p>A few days ago, we discovered a hidden box.</p> <p>At the back of the eye, is the retina.</p> <p>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i></p> <p>Develop complex sentences with range</p>	<p>Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>	<p>word family</p> <p>conjunction</p> <p>preposition</p> <p>direct speech</p> <p>inverted commas (or 'speech marks')</p> <p>prefix</p> <p>consonant</p> <p>consonant letter</p> <p>vowel letter</p> <p>clause</p> <p>subordinate clause</p> <p>determiner</p> <p>synonyms</p> <p>relative clause</p> <p>relative pronoun</p> <p>imperative</p> <p>colon for instructions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Join letters using Debbie Hepplewhite handwriting style - 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them - spell further homophones - spell words that are often misspelt - 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>See: English Appendix 1</p>

<p>material, using simple organisational devices [for example, headings and sub-headings] 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. <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who..? What..? Where..? Why..? When...?How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings/ topic sentences/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</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>of subordinating conjunctions</p> <p>-‘ing’ clauses as starters e.g. <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>					
---	--	---	--	--	--	--	--

Composition	Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology	Handwriting	Spelling
<p>Pupils should be taught to:</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 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative 	<p>Fiction</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story- Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news</i>]</p> <p>Start with a simile e.g. <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p>	<p>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>determiner</p> <p>pronoun</p> <p>possessive pronoun</p> <p>adverbial</p> <p>fronted adverbial</p> <p>apostrophe – plural possession</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Join letters using Debbie Hepplewhite handwriting style - 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them - spell further homophones - spell words that are often misspelt - 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>See: English Appendix 1</p>

<p>material, using simple organisational devices [for example, headings and sub-headings] 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. <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop use of a topic sentence. Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending - Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</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. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i> <i>He has gone out to play</i> contrasted with <i>He went out to play.</i></p>	<p>-‘ed’ clauses as starters e.g. <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -‘ing’ clause e.g. <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>					
---	---	---	--	--	--	--	--

Composition	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Handwriting	Spelling
<p>Pupils should be taught to:</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 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <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 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion 	<p>Fiction: Secure independent use of planning tools</p> <p>Story mountain / grids / flow diagrams</p> <p>Plan opening using:</p> <p>Description / action / dialogue</p> <p>Paragraphs:</p> <p>Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure</p> <p>Could start at any of the 5 points and may include flashbacks</p> <p>Introduction –should include action / description</p> <ul style="list-style-type: none"> - character or setting / dialogue <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction</p>	<p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound and complex sentences</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded –ed clauses as starters e.g. <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases</p> <p>e.g. <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause</p> <p>e.g. <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques</p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <p>e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause</p> <p>relative pronoun</p> <p>modal verb</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p> <p>metaphor</p> <p>personification</p> <p>onomatopoeia</p> <p>rhetorical question</p>	<p>Pupils should be taught to:</p> <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 ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with ‘silent’ letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling and/or meaning in a dictionary - use a thesaurus. <p>See English Appendix 1</p>

<p>within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [eg: headings, bullet points, underlining]</p> <p>evaluate and edit by: - 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> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Independent planning across all genres and application Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</p>					
--	---	--	--	--	--	--	--

Year 6

Composition	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Handwriting	Spelling
<p>Pupils should be taught to:</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 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <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 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages 	<p>Fiction: Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/ forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions,</p>	<p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p>Active: <i>Tom accidentally dropped the glass.</i></p> <p>Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>Active: <i>The class heated the water.</i></p> <p>Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use</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. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma, eg: <i>It's raining; I'm fed up.</i></p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>question mark</p> <p>exclamation mark</p> <p>'speech marks'</p> <p><i>direct speech</i></p> <p><i>Inverted commas</i></p> <p>apostrophe</p> <p>contractions/ possession</p> <p>commas</p> <p>colon</p> <p>parenthesis</p> <p>bracket- dash</p> <p>singular/ plural</p> <p>suffix/ prefix</p> <p>consonant/vowel</p> <p>adjective / noun / noun phrase</p> <p>verb / adverb</p> <p>imperative</p> <p>tense (past, present, future)</p> <p>modal verb</p> <p>conjunction / connective</p> <p>preposition</p> <p>determiner</p> <p>pronoun – relative/ possessive</p> <p>clause</p>	<p>Pupils should be taught to:</p> <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 ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that some words needs to be learnt specifically - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling and/or meaning in a dictionary - use a thesaurus. <p>See English Appendix 1</p>

<p>- using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [eg: headings, bullet points, underlining]</p> <p>evaluate and edit by: - 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> <p>proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>observations, rhetorical questions Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader</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 Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech (as in <i>If I were you</i> or <i>Were they to come</i> in some very formal writing and speech)</p> <p>Use the perfect form of verbs to mark relationships of time and cause eg: <i>She has downloaded some songs.</i> [present perfect; now she has some songs] <i>I had eaten lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>			<p>subordinate / relative clause fronted adverbial rhetorical question cohesion ambiguity alliteration simile – 'as' / 'like' synonyms metaphor personification onomatopoeia</p> <p>active and passive voice subject and object hyphen synonym, antonym colon/ semi-colon bullet points ellipsis</p>		
--	--	--	--	--	--	--	--