

St. Mary's Academy Trust

SEQUENCE OF LEARNING: WRITING 2024/2025





NURSERY

<p>Revisit at the start of the year, before moving onto Autumn new learning.</p>	<p>Birth to Three Years:</p> <ul style="list-style-type: none"> • Make themselves understood and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. <p><i>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”.</i></p> <ul style="list-style-type: none"> • Use the speech sounds p, b, m, w. • Pronounce: <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer’ <p><i>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).</i></p> <p><i>Is the child linking up to 5 words together?</i></p> <p><i>Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with.</i></p> <p><i>Can the child follow instructions with three key words like: “Can you wash dolly’s face?”</i></p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). <p><i>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</i></p> <p><i>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed. At the age of 3 the child can shift from one task to another if you fully obtain their attention, for example, by using their name.</i></p>				
<p>Communication and Language Progression in Nursery</p> <p><i>Taken from Development Matters, Communication and Language</i></p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a</p>	<p>At the age of 4:</p> <p>Child can use sentences of 4 to 6 words – “I want to play with cars” or “what is that thing called?”</p> <p>Child uses sentences joined up with words like ‘because’, ‘or’, ‘and’, e.g., “I like ice-cream because it makes my tongue shiver.”</p> <p>Child can use future and past tense, e.g., “I am going to the park” and “I went to the shop.”</p>

	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."</p>	<p>familiar books, and be able to tell a long story.</p>	<p>Develop their pronunciation but may have problems saying some sounds, e.g., r, j, th, ch, and sh; multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p>	<p>friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Child can answer simple 'why' questions.</p>	
<p>Literacy Progression in Nursery</p>	<p>Understand the five key concepts about print: Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book. Page sequencing.</p>	<p>Develop phonological awareness, so that they can: Spot and suggest rhymes. Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing. E.g., writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write some letters accurately.</p>	<p>Write some or all their name.</p>



RECEPTION

<p>Revisit at the start of the year, before moving onto Autumn new learning.</p>	<ul style="list-style-type: none"> • Child can use sentences of 4 to 6 words – “I want to play with cars” or “what is that thing called?” • Child uses sentences joined up with words like ‘because’, ‘or’, ‘and’, e.g., “I like ice-cream because it makes my tongue shiver.” • Child can use future and past tense, e.g., “I am going to the park” and “I went to the shop.” • Child can answer simple ‘why’ questions. 				
<p>Communication and Language Progression in Reception</p> <p><i>Taken from Development Matters Guidance</i></p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Articulate their ideas in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Develop social phrases, e.g., ‘Good morning, how are you?’.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Early Learning Goals</p> <p><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p><u>Speaking</u></p> <p>Participate in small group, class and oneto-one-discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Transcription	Write words, simple phrases (and sentences where appropriate) dictated by the teacher that include letters, and words using the GPCs and common exception words taught so far (linked to phonics programme).					
Transcription: Spelling	Early Learning Goal Spell words by identifying sounds in them and representing the sounds with a letter or letters (<i>linked to phonics programme, ongoing throughout the year</i>).					
Transcription: Handwriting and Presentation	[3-4 years] Use a comfortable grip with good control when holding pens and pencils.	[3-4 years] Show a preference for a dominant hand.	[Reception] Develop small motor skills so that they can use a range of tools competently, safely, and confidently, e.g., pencils for writing and drawing, paintbrushes, scissors, knives, forks, and spoons.	[Reception] Use their core muscle strength to achieve a good posture for sitting at a table or sitting on the floor.	[Reception] Develop the foundations of a handwriting style which is fast, accurate and efficient.	Early Learning Goal Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Composition: Drafting and Writing	[3-4 years] Use some of their print and letter knowledge in their early writing. E.g., writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	[3-4 years] Write some letters accurately. Write some or all their name.	[Reception] Form lower-case and capital letters correctly.	Early Learning Goal Write recognisable letters, most of which are correctly formed (<i>linked to phonics programme, ongoing throughout the year</i>).	Early Learning Goal Write simple phrases and sentences that can be read by others.	
Composition: Grammar	Identify the difference between a letter and a word (<i>linked to Phonics programme</i>).					
Composition: Evaluating and Editing				[Reception] Re-read what they have written to check it makes sense.		
Terminology	Letter Vocabulary Listen Question	Word Conjunction	Lower-case letter Capital letter	Phrase Sentence Rhymes Songs Non-fiction		



YEAR 1

<p>Revisit at the start of the year, before moving onto Autumn new learning.</p>	<p><i>Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</i></p> <p><i>Pupils entering Year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the EYFS to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.</i></p> <p>ELGs: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>Year 1 'Ready to Write' Criteria: Writing in a book</p> <ul style="list-style-type: none"> • Know that we use lines on paper to help keep our writing neat. • Know that lines on paper help us to position our letters correctly on the line. • Know that the margin runs down the left of the page and we don't write in the margin. • Know that every time I get to the end of a line, I need to continue writing on the line underneath, starting at the margin line. <p>Leaving spaces between words</p> <ul style="list-style-type: none"> • Know that a space needs to be left between words, so they are easier to read and understand. • Know that I can use my finger to create spaces between words. • Know that spaces between words, should be of a similar size; not too big and not too small (Goldilocks). <p>Consistent letter sizes</p> <ul style="list-style-type: none"> • Know that the size of letters should be even, just like the size of spaces between words. • Know that consistent letter size is important for having neat handwriting that can be read by others. 					
<p>Year 1</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Stimulus for Writing</p>	<p>See 'The Mill' long term overview.</p>					
<p>Genres for writing</p>	<p>Year 1 pupils are expected to start forming short narratives.</p>					

Transcription:	<i>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</i>				
Spelling	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (<i>linked to phonics spellings</i>).				
<ul style="list-style-type: none"> <i>Reading should be taught alongside spelling, so that pupils understand that they can read back what they have spelt.</i> <i>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</i> <i>At this stage, pupils will be spelling some words in a phonetically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing these sounds.</i> 					
<p>Name the letters of the alphabet in order.</p> <p>Pupils will spell words containing each of the 40+ phonemes already taught (linked to the phonics programme, ongoing).</p> <p>Spell the days of the week (split across the year according to sounds being taught).</p> <p>Apply simple spelling rules and guidance, as listed in EA1.</p> <p>Spell common exception words</p>	<p>Use letter names to distinguish between alternative spellings of the same sound (<i>linked to phonics programme, ongoing</i>).</p> <p>Regular plural noun suffixes. Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs [e.g., dog, dogs; wish, wishes]; including the effects of these suffixes on the meaning of the noun.</p>	<p>Suffixes that can be added to verbs [-ing, -ed, -er] where no change is needed in the spelling of root words [e.g., helping, helped, helper].</p> <p>Adding suffixes -er and -est where no change is needed in the spelling of root words, to make comparisons [e.g., quicker, quickest].</p>	<p>Using the prefix un-. How the prefix un- changes the meaning of verbs and adjectives [e.g., unkind, undoing, untie]</p>	<p>Division of words into syllables (pocket, rabbit, carrot, thunder, sunset).</p>	<p>Focus on TAF Statements:</p>

<p>/f/, /l/, /s/, /z/, /k/ spelt ff, ll, ss, zz, ck (off, well, miss, buzz, back, pull, full)</p> <p>/nk/ sound spelt n before k (bank, think, honk, sunk)</p> <p>/ch/ sound spelt tch if it comes straight after a single vowel letter (catch, fetch, kitchen, notch, hutch)</p> <p>ay and oy are used for those sounds at the end of words and syllables (day, play, say, way, stay, boy, toy, enjoy, annoy, Sunday, Wednesday)</p> <p>ee (see, tree, green, meet, week)</p> <p>igh (high, night, light, bright, right)</p> <p>ow (own, blow, snow, grow, show)</p> <p>oo very few words end with oo (food, pool, moon, zoo, soon)</p>	<p>ar (car, start, park, arm, garden)</p> <p>or (for, short, born, horse, morning)</p> <p>air (air, fair, pair, hair, chair)</p> <p>ir (girl, bird, shirt, first, third)</p> <p>ou the only common English word ending in ou is <i>you</i> (out, about, mouth, around, sound)</p> <p>/v/ sound spelt ve at the end of words (have, live, give, love)</p>	<p>ea (sea, dream, meat, beach, read – present tense)</p> <p>ea (head, bread, meant, instead, read – past tense)</p> <p>ai and oi are virtually never used at the end of English words (rain, wait, train, paid, afraid, oil, join, coin, point, soil)</p> <p>a-e (made, came, same, take, safe)</p> <p>e-e (these, theme, complete)</p> <p>i-e (five, ride, like, time, side)</p> <p>o-e (home, those, woke, hope, hole)</p> <p>u-e (June, rule, rude, use, tube, tune)</p> <p>Common exception words: be, he, me, she, we, my, says, house, do, today,</p>	<p>aw (saw, draw, yawn, crawl)</p> <p>are (bare, dare, care, share, scared)</p> <p>er stressed sound (her, term, verb, person)</p> <p>er unstressed sound (better, under, summer, winter, sister)</p> <p>ur (turn, hurt, church, burst, Thursday, Saturday)</p> <p>ow (now, how, brown, down, town)</p> <p>oa is very rare at the end of an English word (boat, coat, road, coach, goal)</p> <p>ew (new, few, grew, flew, drew, threw)</p>	<p>ear (dear, hear, beard, near, year)</p> <p>ear (bear, pear, wear)</p> <p>oe (toe, goes)</p> <p>ue (blue, clue, true, rescue, Tuesday)</p> <p>ie (lie, tie, pie, cried, tried, dried)</p> <p>ie (chief, field, thief)</p> <p>au (author, August, dinosaur, astronaut)</p> <p>ore (more, score, before, wore, shore)</p>	<p>Common exception words: Monday, Friday, here, there, where, come, some, one, once, ask, friend, school, push, our</p> <p>/i/ or /igh/ sound spelt y with words ending in -y (very, happy, funny, party, family)</p> <p>New consonant spellings ph and wh the /f/ sound is not usually spelt as ph in short everyday words (dolphin, alphabet, phonics, elephant, when, where, which, wheel, while)</p> <p>Using k for the /k/ sound spelt as k rather than as c before e, i, y (Kent, sketch, kit, skin, frisky)</p>
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	<p>oo (book, took, foot, wood, good)</p> <p>Common exception words: the, to, I, no, go, so, a, of, is, his, put, are, was, you, they</p>		<p>said, were, has, your, by</p>		<p>Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own (football, playground, farmyard, bedroom, blackberry)</p>
Transcription: Handwriting and Presentation	<ul style="list-style-type: none"> • <i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</i> • <i>Left-handed pupils should receive specific teaching to meet their needs.</i> 				
	<p><i>Handwriting in Year 1 is taught through the school's Phonics programme.</i></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 and to practice these.</p>		<p>Focus on TAF Statements:</p>
Composition: Grammar			<ul style="list-style-type: none"> • Joining words and clauses using <i>and</i> 		<p>Focus on TAF Statements:</p>

<p>Composition: Punctuation</p>	<p>Focus on dictation</p> <p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter.</p> <p>Begin to punctuate sentences using a full stop.</p>	<p>Focus on own sentences</p> <p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter.</p> <p>Begin to punctuate sentences using a full stop.</p> <p>Using a capital letter for the names of people, and the personal pronoun 'I'</p>	<p>Using a capital letter for the names of places, and the days of the week (<i>days of the week are linked to spellings across the year</i>)</p> <p>Beginning to punctuate sentences using an exclamation mark (one-word sentences, and/or commands, e.g., 'Stop!' or 'Put that down!').</p>	<p>Begin to punctuate sentences using a question mark.</p>	<p>Focus on TAF Statements:</p>
<p>Transcription to Composition</p>	<p><i>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</i></p>				
<p>Composition: Planning</p>	<p>Focus on dictation</p> <p>Say out loud what they are going to write.</p> <p>Rehearse the sentence orally before writing it.</p>	<p>Focus on own sentences</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Rehearse the sentence orally before writing it.</p>			
<p>Composition: Drafting and writing</p>	<p><i>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in EA2 (see terminology, below) when their writing is discussed.</i></p> <p><i>Pupils should begin to use some of the distinctive features of Standard English in their writing. (Standard English can be recognised by the use of a very small range of forms such as 'those books', 'I did it' and 'I wasn't doing anything; it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking).</i></p>				

	Focus on dictation Combine words to make sentences .	Focus on own sentences Combine words to make sentences .	Focus on TAF Statements			
Composition: Evaluating and editing	Re-read what they have written to check that it makes sense [F2].			Discuss what they have written with the teacher and other pupils [<i>using terminology that has been taught</i>].		
Composition: Reading aloud	<i>Teacher modelling of reading aloud with appropriate intonation to make the meaning clear, through in-class reading and guided practice in phonics.</i>			Read aloud their writing clearly enough to be heard by their peers and teacher.		
Terminology for pupils: Appendix 2	Letter Capital letter Word Sentence Punctuation Full stop	Singular Plural Noun Suffix Personal pronoun	Exclamation mark Clause	Prefix Verb Adjective Question mark	Syllables	Use and understand the grammatical terminology in English Appendix 2 [<i>in bold</i>] in discussing their writing.



YEAR 2

Revisit at the start of the year, before moving onto Autumn new learning.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonics knowledge and skills they need for year 2, teachers should use the year 1 programme of study for word reading and spelling so that pupils' word reading skills can catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 'Ready to Write' Criteria:

Capital Letters

- Know that a capital letter is used at the beginning of a sentence.
- Know that capital letters are also used for names and for the personal pronoun 'I'.
- Know when a capital letter has been used correctly and when it has been used incorrectly.

Full stops, question marks, exclamation marks

- Know that full stops can be used to mark the end of a sentence. A full stop looks like a dot.
- Know that a question mark needs to be used at the end of a question sentence and looks like this '?'
- Know that an exclamation mark can be used after one-word sentences or commands (e.g., 'Stop!' or 'Put that down!'). An exclamation mark looks like this '!'
- Know that the difference between a question and an exclamation that begin with 'what' or 'how'.

Recognising common nouns and proper nouns

- Know that a proper noun includes the names of people, names of places, days of the week and months of the year.
- Know that proper nouns require a capital letter as the first letter (of each word)
- Know that common nouns are nouns that are not names, e.g., cat, table, book etc.
- Know that common nouns do not require a capital letter.
- Know that some words can be common or proper, depending on the context of the sentence. E.g., 'his dad' vs. 'Dad'. In this sentence Dad with a capital letter, is referring to Dad's name.

Recognising sentences

- Know that words combine to make sentences.
- Know that the beginning letter of a sentence always requires a capital letter.

	<ul style="list-style-type: none"> Know that a sentence needs a punctuation mark (full stop, question mark, exclamation mark), depending on the sentence type. <p>Recognising sentences using conjunctions</p> <ul style="list-style-type: none"> Know that two words or clauses can be joined together using the word 'and'. Know that 'and' belongs to a word class called conjunctions. 					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus for Writing	See 'The Mill' long term overview.					
Genres for writing	Year 2 pupils are expected to write both fictional and real narratives about their own experiences and those of others; real events; poetry ; write for different purposes.					
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far (capital letter, full stop, *question mark, *exclamation mark).					
Transcription: Spelling	<p style="text-align: right;"><i>*GDS at Y1</i></p> <p><i>At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</i></p>					

<p>National Curriculum objectives</p>	<p><i>Orders words alphabetically using the first letter [builds on Y1, but is not a national curriculum objective]</i></p>	<p>Use of suffixes -er, -est in adjectives.</p>	<p>Spell words with contracted form.</p> <p><i>Finds words in a dictionary, using the first letter [builds on Y1, but is not a national curriculum objective]</i></p>	<p>Spell by adding suffixes to spell longer words including -ment, -ness, -ful, and -less.</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Formation of nouns using suffixes such as -ness, -er, and by compounding [e.g., whiteboard, superman]</p> <p>The use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>Spell by using apostrophes to mark singular possession in nouns, e.g., the girl's book.</p> <p>Begin to include 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.</p> <p>Spell by distinguishing between homophones and near-homophones.</p>	<p>TAF Statements [EXS]</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonically plausible attempts at others.</p> <p>Spell many common exception words.</p>
<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly (<i>split across the year, ongoing</i>). • Spell common exception words (<i>see spelling curriculum – which shows when CEW spellings are taught across the year</i>) • Apply spelling rules and guidance in EA1 (<i>see spelling curriculum, ongoing</i>) 						

<p>Spelling rules in EA1</p>	<p>Know and use alternative spellings for phonemes:</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y; and spelt as /j/ before 'a', 'o' and 'u' (badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust) The /s/ sound spelt c</p> <p>before e, i and y (race, ice, cell, city, fancy)</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw)</p> <p>The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap)</p>	<p>Words ending –il (pencil, fossil, nostril)</p> <p>CEW: door, floor, poor, because, find, kind, mind, behind, child, wild, climb, Christmas</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copied, copier, happier, happiest, cried, replied, skiing, taxiing ...but copying, crying, replying)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny, exception: being)</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting,</p>	<p>The /i:/ sound spelt –ey (key, donkey, monkey, chimney, valley)</p> <p>CEW: most, only, both, old, cold, gold, hold, told, Mr, Mrs</p> <p>Contractions: can't, didn't, hasn't, couldn't, it's, I'll</p> <p>The /ɔ:/ sound spelt a before l and ll (all, ball, call, walk, talk, always)</p> <p>The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)</p> <p>The /l/ or /əl/ sound spelt –el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)</p>	<p>The /l/ or /əl/ sound spelt –al at the end of words (metal, pedal, capital, hospital, animal)</p> <p>The /l/ or /əl/ sound spelt –le at the end of words (table, apple, bottle, little, middle)</p> <p>The /ɒ/ sound spelt a after w and qu (want, watch, wander, quantity, squash)</p> <p>CEW: every, everybody, even, great, break, steak, pretty, beautiful, children, people</p> <p>The suffixes –ment, –ness, –ful, –less and –ly. Exceptions: (1) argument, (2) root words ending in –y with a consonant before it, but only if the root word has more than one syllable (enjoyment, sadness, careful, playful, hopeless, plainness; (plain + ness), badly, merriment, happiness,</p>	<p>The /z/ sound spelt s (television, treasure, usual)</p> <p>Homophones and near-homophones (there/their/they're, there/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p> <p>The possessive apostrophe (singular nouns) – (Megan's, Ravi's, the girl's, the child's, the man's)</p> <p>CEW: after, fast, last, past, class, grass, pass, plant, bath, path</p> <p>The /aɪ/ sound spelt -y at the end of words (cry, fly, dry, try, reply, July)</p> <p>CEW: father, hour, move, prove, improve, sure, sugar, eye</p>	<p>CEW: could, should, would, who, whole, any, many, clothes</p> <p>CEW: busy, water, again, half, money, parents</p> <p>Revisit and secure spellings of words on the Year 1 and Year 2 word lists, in preparation for entering Year 3.</p>
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	<p>The /ɜ:/ sound spelt or after w (word, work, worm, world, worth)</p> <p>The /ɔ:/ sound spelt ar after w (war, warm, towards)</p>	<p>patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p> <p>– Exception: the letter ‘x’ is never doubled, e.g., mixing, mixed, boxer, sixes)</p> <p>Adding –es to nouns and verbs ending in –y (flies, tries, replies, copies, babies, carries)</p>		<p>plentiful, penniless, happily)</p> <p>Words ending in –tion (station, fiction, motion, national, section)</p>		
<p><i>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>						
<p>Transcription: Handwriting and Presentation</p>	<p>Form lowercase letters of the correct size relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write capital letters and digits of the correct size, orientation, and relationship to one another and to lowercase letters.</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>TAF Statements [EXS]</p> <p>Form capital letters and digits of the correct size, orientation, and relationship to one another and to lowercase letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>		

<p>Composition: Grammar</p>	<p>Use sentences with different forms in writing: statement, question, exclamation.</p> <p>Explain how the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation.</p>	<p>Use expanded noun phrases to describe and specify (e.g., the blue butterfly)</p> <p>Include coordination using or, and, but in some sentences.</p> <p>Use some features of written Standard English.</p>	<p>Include subordination using <i>because, when, if, that</i> in some sentences.</p> <p>Use sentences with different forms in writing: command.</p> <p>Explain how the grammatical patterns in a sentence indicate its function as a command.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g., she is drumming, he was shouting.</p>	<p>TAF Statements [EXS]</p> <p>Use co-ordination (or, and, but) and some subordination (when, if, that, because).</p> <p>Use present and past tense mostly correctly and consistently.</p>
<p>Composition: Punctuation</p>	<p>Consistently uses capital letters and full stops to demarcate sentences.</p> <p>Includes question marks and exclamation marks mostly correctly when required [Y1 GDS].</p>	<p>Apostrophes for contracted forms; to mark where letters are missing in spelling.</p>	<p>Uses commas to separate items in a list.</p> <p>Apostrophes for the possessive (singular); to mark singular possession in nouns.</p>	<p>TAF Statements [EXS]</p> <p>Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.</p>	
<p>Transcription to Composition</p>	<p><i>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</i></p> <p><i>Pupils should understand, through being shown these, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</i></p> <p><i>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</i></p> <p><i>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</i></p>				

Composition: Planning	Plan or say out loud what you are going to write about.					
	Write down ideas and/or key words, including new vocabulary.					
	Encapsulating what they want to say, sentence by sentence.					
Composition: Drafting and writing	Write narratives about personal experiences and those of others (real and fictional).	Write about real events, recording these simply and clearly.	Write poetry	Write for different purposes.	TAF Statements [EXS]	Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly.
Composition: Evaluating and editing	Re-reading to check that their writing makes sense [F2/Y1].	Evaluate their writing with the teacher (<i>and other pupils as appropriate</i>).	Evaluate their writing with other pupils.	Evaluate 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.		
Composition: Proof-reading	<i>Teacher modelling and guided practice of proof-reading.</i>	Proof-reading to check for errors in punctuation (e.g., ends of sentences).	Proof-reading to check for errors in grammar.	Proof-reading to check for errors in spelling.	Proof-reading to check for errors in spelling, grammar, and punctuation (e.g., ends of sentences).	
Composition: Reading aloud	<i>Teacher modelling of reading aloud with appropriate intonation to make the meaning clear, through guided reading and guided practice.</i>		Read aloud what they have written with appropriate intonation to make the meaning clear.			
Terminology: Appendix 2	Statement Question Exclamation	Noun Noun phrase Expanded noun phrases Co-ordination Co-ordinating conjunction Standard English	Command Subordination Compound Adjective Adverb Verb Tense Past tense Present tense Apostrophe Contraction	Singular possession Progressive form Comma Suffix	Homophone Near-homophone	Use and understand the grammatical terminology in English Appendix [<i>in Bold</i>]2 in discussing their writing



YEAR 3

Revisit at the start of the year, before moving onto Autumn new learning.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary, and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and year 4 programme of study in terms of listening to new books, hearing, and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations, and debate.

Year 3 'Ready to Write' Criteria:

Noun Phrases

- Know where noun phrases are in a sentence.
- Know that expanded noun phrases can be made using adjectives.
- Know that a noun phrase can be made up of a determiner and a noun, e.g., the dog, but they might not know the vocabulary 'determiner'.

Sentences

- Know that a sentence is made up of words and must include a noun and a verb.
- Know that other types of words can be used in a sentence to add more information, e.g., adjectives and adverbs.
- Know the grammatical patterns used to create a statement, question, exclamation, or command sentence.
- Know that a sentence must include punctuation, which is dependent on the sentence type (. ? !).
- Know that we can rearrange words in sentences to change the sentence type, e.g., Is the girl playing with her football? Can become, 'The girl is playing with her football'.

Expanding sentences using co-ordinating conjunctions

- Know that two sentences can be joined together using the conjunctions and, but, and or (children have also been introduced to so).
- Know that the term for this type of conjunction is co-ordinating conjunction (this will be a new term).

- Know that we need to identify which co-ordinating conjunction is required to join two sentences together so that it makes sense, e.g., I ate all my dinner so can I have some pudding? Rather than, I ate all my dinner, but can I have pudding?

Expanding sentences using subordinating conjunctions

- Know that two sentences can be joined together using the conjunctions when, if, that and because.
- Know that the term for this type of conjunction is subordinating conjunction (this will be a new term).
- Know that we need to identify which subordinating conjunction is required to join two sentences together so that it makes sense, e.g., I turn the light off when I go to bed. Rather than, I turn the light off that I go to bed.

Commas

- Know that a comma is required in a list of words and that the co-ordinating conjunction and is used between the last two words.
- Know that a comma is sometimes necessary in a noun phrase if there is more than one adjective.

Apostrophes

- Know that apostrophes can be used to show contracted forms of words, e.g., I will → I'll.
- Know that in this instance, an apostrophe is used to show where letters have been omitted to combine two words.
- Know that apostrophes can also be used to show singular possession, e.g., Megan's, Ravi's, the girl's, the child's, the man's.
- Know that in this instance, an apostrophe is added to the noun who owns the item, e.g., the boy's computer.

Past and present tense

- Know that verbs in a sentence tell us whether the tense is past or present.
- Know that the past tense means what has already happened and that the present tense means what is currently happening.
- Know that regular verbs can be changed to the past tense by adding -ed, e.g., I jump, I jumped.
- Know that irregular verbs cannot be changed in this way, e.g., speak changes to spoken, not speaked (new learning)
- Know that to write about something that is still happening, the present progressive tense needs to be used.
- Know that the present progressive tense is made up of the present form of the verb 'to be' (am, are, is) and the present participle (base verb + ing), e.g., I am eating. Children may not recall the terminology but be able to apply their understanding of the present progressive tense.
- Know that the progressive form of the past tense can also be used to show activity that happened in the past and continued for a while.
- Know that the past progressive tense is made up of the past form of the verb 'to be' (was, were) and the present participle (base verb + ing), e.g., I was eating my lunch.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Stimulus for Writing	See 'The Mill' long term overview.					
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Genres of writing in the national curriculum	As part of the writing composition requirements, your pupils are expected to create narratives , including settings, characters, and plot, and also compose non-narrative material.					
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Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Transcription: Spelling	<i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure [EA2]. Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i>					
National Curriculum objectives	Word families based on common words , showing how words are related in form and meaning (<i>ongoing</i>).	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel .	Use the first two letters of a word to check its spelling in a dictionary.	Formation of nouns using a range of prefixes [super-, anti-, auto-] Use further prefixes and suffixes and understand how to add them [EA1].		
Spelling rules in EA1				Formation of nouns using a range of prefixes, e.g., super-, anti-, auto – (supermarket, superman, superstar, antiseptic, anticlockwise, antisocial, autobiography, autograph).		
Transcription: Handwriting and Presentation	<i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i>					
	Use the diagonal and horizontal strokes that are needed to join letters		Understand which letters, when adjacent to one another, are best left un-joined.			
Composition: Grammar	<i>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in EA2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</i>					

	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Using conjunctions (e.g., when, before, after, while, so, because) to express time, place, and cause.	Using adverbs (e.g., then, next, soon, therefore) to express time, place, and cause.	Using prepositions (e.g., before, after, during, in, because of) to express time, place, and cause.	Using the present perfect form of verbs in contrast to the simple past tense.	TAF Statements:
Composition: Punctuation	Introduction to inverted commas to punctuate direct speech (<i>no other punctuation is necessary at this stage, including rules of speech such as new speaker, new line</i>).			TAF Statements:		
<p><i>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation, or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i></p>						
Composition: Planning	Plan 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.					
	Plan writing by discussing and recording ideas.					
Composition: Drafting and writing	Draft and write by composing and rehearsing sentences orally (including dialogue when this has been taught in Spring 2), progressively building a varied and rich vocabulary and an increasing range of sentence structures.				Introduction to paragraphs to group related material, through using simple organisational devices, e.g., headings and subheadings to aid presentation of non-narrative material.	
	In narratives, create settings.	In narratives, create characters.	In narratives, create plot.	In narratives, create settings, characters, and plot.		
Composition: Evaluating and editing	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.			Evaluate and edit writing by assessing the effectiveness of their own and others' writing and suggesting improvements.		
Composition: Proof-reading	<i>Focus on teacher modelling of proof-reading and guided practice [building on Y2]</i>		Proof-reading for spelling and punctuation errors, linked to spelling and punctuation that has been taught this year, or in a prior year group.			
Composition: Reading aloud	<i>Reading aloud is teacher modelled through guided reading and guide practice.</i>		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.			

Terminology: Appendix 2	Word family Clause Subordinate clause	Consonant Consonant vowel letter Vowel letter Conjunction	Adverbs	Preposition Prefix Direct speech Inverted commas (or 'speech marks')		Use and understand the grammatical terminology for Y3 [EA2] when discussing their writing.
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YEAR 4

Revisit at the start of the year, before moving onto Autumn new learning.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and year 4 programme of study in terms of listening to new books, hearing, and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations, and debate.

Year 4 'Ready to Write' Criteria:

Using determiners

- Know that articles (the, *a* or *an*) are written before a noun in order to specify known nouns and unknown nouns.
- Know that an article is a type of determiner and that other types of determiners include demonstrative determiners (e.g., this, those), possessive determiners (e.g., my, your), and quantifying determiners (e.g., some, every).

Clauses

- Know that a clause is a group of words that contains a verb and a noun (or pronoun).
- Know that a main clause can form a complete sentence.
- Know that two main clauses can be joined with a co-ordinating conjunction.
- Know that a main clause can be turned into a subordinate clause by adding a subordinating conjunction.
- Know that a subordinate clause relies on the main clause to make sense.
- Know that a main clause can be extended by using a range of conjunctions, e.g., when, if, because, and although

Expanding sentences using adverbs

- Know that clauses can be expanded by using a range of adverbs, e.g., then, next, soon and, therefore.
- Know that adverbs of time explain when and how often a verb takes place.

- Know that some words can be used as adverbs or as prepositions. We can identify whether a word is an adverb (not immediately followed by a noun or pronoun), or a preposition.

Expanding sentences using prepositions

- Know that clauses can be expanded by using a range of prepositions, e.g., before, after, during, in and because of.
- Know that prepositions can be used to modify verbs. Children will learn that prepositions can also be used to modify nouns, but they do not need to know this at this point.

Direct speech

- Know when a character is speaking, even if there is no punctuation to indicate speech.
- Know the vocabulary inverted commas and speech marks and use these terms when talking about speech.
- Use inverted commas to punctuate given sentences with speech, as well as beginning to write their own sentences using inverted commas. No other punctuation for speech is necessary at this point but will be taught later.

Past tense

- Understand two types of tenses – simple and progressive.
- Know that the simple past is something that has already happened, e.g., I walked home from school.
- Know that the past progressive is something that has happened over a period of time, or was happening when another action happened, e.g., I was cooking my tea when my phone rang. The past progressive tense uses the present participle form of the verb.
- Conjugate regular and irregular verbs to create past tense verbs from the base form (aka infinitive form), e.g., by adding -ed to regular verbs and creating the present participle by adding -ing to regular verbs.
- Know that irregular verbs such as fly or sing cannot be conjugated by adding -ed and irregular past tense verbs need to be explicitly learned.

Present tense

- Know that the simple present tense is something that happens regularly or is happening right now, e.g., I walk the dog every week.
- Know that the present progressive is something that you are doing right now, that you have been doing or will continue to do for a while, e.g., I am reading my book. The simple present tense uses the base form (infinitive form) of the verb.
- Identify sentences written in the simple present or present progressive.

Present perfect or simple past?

- Know that recognise the present perfect form compared to the simple past.
- Know that the use of 'have' or 'has' changes the tense and form of the verb in a sentence.

Using paragraphs

- Know that a paragraph is a group of sentences focused on a similar theme.
- Know that we use paragraphs to organise ideas around a theme.
- Know that paragraphs in non-fiction writing often have sub-headings to highlight the theme.
- Know that paragraphs in narratives do not need sub-headings, but a line is missed when writing, to separate paragraphs. This is new learning in Y4.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus for Writing	See 'The Mill' long term overview.					
Genres of writing in the national curriculum	As part of the writing composition requirements, your pupils are expected to create narratives , including settings, characters, and plot, and compose non-narrative material.					
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Transcription: Spelling	<p><i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></p> <p><i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure [EA2].</i></p> <p><i>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p>					
	Use the first two [Y3] or three letters of a word to check its spelling in a dictionary. Spell further homophones. Spell words that are often misspelt [EA1].	/k/ spelt 'ch'. /s/ spelt 'sc'. /sh/ spelt 'ch'. /ai/ spelt 'ei'.	Words ending with /g/ spelt -gue. Words ending with /k/ spelt 'que'. The suffix -ous. The suffix -ation.	Place the possessive apostrophe accurately in words with regular and irregular plurals (girls', children's, mice's). Prefixes re-, sub-, and inter-.	Words with endings -sure, -ture, and -cher. The suffix -sion.	The suffixes -tion, -sion, -ssion, -cian.
	Common Exception words [Y3]	Common exception words [Y4]				
Transcription: Handwriting and Presentation	<p><i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p> <p>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>					
Composition: Grammar	<p><i>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in EA2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</i></p> <p><i>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</i></p>					

	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and to avoid repetition.	Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases. Use fronted adverbials .		The grammatical difference between plural and possessive - s.	Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>).	
Composition: Punctuation		Use a comma after a fronted adverbial .	Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within the inverted commas).	Apostrophes to mark plural possession in words with regular and irregular plurals, e.g., the girl's name, the girls' name, children's.		
<p><i>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation, or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</i></p>						
Composition: Planning	<p>Plan writing by discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar.</p> <p>Plan writing by discussing and recording ideas.</p>					
Composition: Drafting and writing	In narratives, create settings, characters, and plot [Y3].	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	In narratives, create settings, characters, and plot, beginning to integrate dialogue to convey character [Y5].	<p>Paragraphs to group related material, through using simple organisational devices, e.g., headings and subheadings to aid presentation of non-narrative material [Y3].</p> <p>Use of paragraphs to organise ideas around a theme.</p>		
Composition: Evaluating and editing	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>			<p>Evaluate and edit writing by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>		

Composition: Proof-reading	Proof-reading for spelling and punctuation errors, linked to spelling and punctuation that has been taught this year, or in a prior year group.					
Composition: Reading aloud				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.		
Terminology: Appendix 2	Noun Pronoun Cohesion Repetition	Noun phrase Modifying adjectives Prepositional phrase Fronted adverbial Determiner	Inverted commas Direct speech Reporting clause	Possessive apostrophe Possessive pronoun Regular plural Irregular plural Paragraph Intonation Tone Volume	Standard English Verb inflections	Use and understand the grammatical terminology for Y4 [EA2] (<i>in bold</i>) when discussing writing.



YEAR 5

Revisit at the start of the year, before moving onto Autumn new learning.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction, and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

Is it essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice, and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance, and debate.

Year 5 'Ready to Write' Criteria:

Pronouns

- Know that a noun can be replaced by a pronoun to avoid repetition in writing.
- Know which repeated noun needs to be replaced by a pronoun.
- Know which noun a pronoun is referring to.

Expanding noun phrases

- Identify noun phrases in sentences.
- Know that a simple noun phrase can be made by using a determiner and a noun.
- Know that nouns can be modified by the uses of adjectives and prepositions. Children may know that this is called an expanded noun phrase.
- Choose appropriate modifying words to create expanded noun phrases.

Fronted adverbials

- Know that a main clause can be expanded by adding an adverbial phrase.

	<ul style="list-style-type: none"> • Know that the location of an adverbial phrase can be moved within the sentence. • Know that an adverb can give more detail about a verb, an adjective and even other adverbs. They tell us how, when, why, where, or how often. • Know that almost all fronted adverbials are followed by a comma, even if it is only one word, e.g., Yesterday, I went to the shops, and that exceptions to this rule are extremely rare. • Know that writers may choose to omit the comma to change the pace if the sense is not lost, e.g., Suddenly it started but more often a comma would follow the fronted adverbial. <p>Plural and possessive</p> <ul style="list-style-type: none"> • Know that apostrophes can be used to show contraction, singular possession, or plural possession. • Know the difference between adding -s to indicate a plural noun, adding -'s to indicate singular possession, and adding -s' to indicate possession with a plural noun. • Know the difference between using an apostrophe for omission and using a possessive pronoun, e.g., it's and its <p>Direct and indirect speech</p> <ul style="list-style-type: none"> • Recognise when speech is being used in writing by identifying inverted commas. • Know how to punctuate direct speech with a comma after the reporting clause, inverted commas to indicate the start of the direct speech, punctuation for the spoken words and inverted commas to indicate the end of the direct speech. • Identify when indirect speech has been used and why (e.g., reported speech in a newspaper report). • Beginning to rewrite indirect speech as direct speech using knowledge of punctuating direct speech. 					
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus for Writing	See 'The Mill' long term overview.					
Genres of writing in the national curriculum	Writing composition requirements include writing narratives that describe settings, characters, and atmosphere, and integrate dialogue to convey character and advance the action.					
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Transcription: Spelling	<i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i>					

	Use the first three [Y4] or four letters of a word to check its spelling in a dictionary.	Continue to distinguish between homophones and other words which are often confused.	Use further prefixes and suffixes and understand the guidance for adding them.	Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in EA1.
	Use dictionaries to check spelling and meaning of words.		Adding suffixes beginning with vowel letters to words ending in -fer	Verb prefixes dis-, de-, mis-, over-, re-	Words containing the letter string 'ough'.	
	Use a thesaurus.		-cious, -tious	Spell some words with silent letters		
			'ie' / 'ei'			
	Spell most words from the Y3/Y4 spelling list	Common exception words [Y5]				
Transcription: Handwriting and Presentation	<i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing and email address, or for algebra and capital letters, for example, for filling in a form.</i>					
	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.			Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.		
Composition: Grammar	<i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i>					
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun.	Using modal verbs to indicate degrees of possibility (might, should, will, must). Using adverbs to indicate degrees of possibility (perhaps, surely).	Using expanded noun phrases to convey complicated information concisely.	Using the perfect form of verbs to mark relationships of time and cause.	Use verb tenses mostly correctly throughout writing [Y1-Y4].	TAF Statements:

Composition: Punctuation	Use capital letters, full stops, question marks, commas for a list, and apostrophes for contraction mostly correctly [Y1-Y4].	Using brackets, dashes, or commas to indicate parenthesis.	Use commas to clarify meaning or avoid ambiguity.	TAF Statements:	
Composition: Planning	<p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to, or seen performed.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>				
Composition: Drafting and writing	<p>Use further organisational and presentational devices to structure text and guide the reader, e.g., headings [Y3] and underlining.</p> <p>Use paragraphs to organise ideas [Y4].</p>	Use a wide range of devices to build cohesion within a paragraph (then, after, that, this, firstly).	Linking ideas across paragraphs using adverbials of time (later), place (nearby), and number (secondly) or tense choices (he <i>had</i> seen her before).	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Precising longer passages.</p>	In narratives, describe settings, and characters, beginning to integrate dialogue to convey character and advance the action.
Composition: Evaluating and editing	Ensure the consistent and correct use of tense throughout a piece of writing.	Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.	Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register.	Assess the effectiveness of their own and others' writing.	TAF Statements:
Composition: Proof-reading	<p><i>Proof-reading should be modelled by the teacher and through guided practice to a point where children are able to do this independently in their writing.</i></p> <ul style="list-style-type: none"> • Proof-reading for spelling and punctuation errors, linked to spelling and punctuation that has been taught this year, or in a prior year group. 				
Composition: Reading aloud	<p><i>Appropriate intonation, volume, and movement is teacher modelled through guided reading and guided practice.</i></p>			Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Terminology: Appendix 2	Thesaurus Relative clause Relative pronoun Capital letter [Y1] Full stop [Y1] Question mark [Y1] Commas for a list [Y2] Apostrophes for contraction [Y2] Headings [Y3] Paragraphs [Y4] Tenses [Y2]	Homophones [Y2] Adverbs [Y2] Modal verb Cohesion	Expanded noun phrase [Y2] Bracket Dash Commas [Y2] Parenthesis Adverbials of time, place, and number Subject [Y6] Verb [Y2] Singular [Y1] Plural [Y1]	Perfect form (of verbs) Intonation Volume Movement	Ambiguity Audience Purpose	Morphology Etymology Use and understand the grammatical terminology for year 5 in EA2 (<i>in bold</i>) when discussing writing.
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YEAR 6

Revisit at the start of the year, before moving onto Autumn new learning.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

Is it essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice, and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance, and debate.

Year 6 'Ready to Write' Criteria:

Relative clauses

- Know that the term pronouns refer to a word that takes the place of a noun.
- Know that there are different types of pronouns, including relative pronouns and possessive pronouns.
- Know that a relative clause is a type of subordinate clause which modifies a noun. It can also refer to the whole main clause.
- Know that a relative clause must start with a relative pronoun and must always follow the noun or other pronoun they are modifying.

Modal verbs

- Know that modal verbs are used to indicate degrees of possibility, including might, should, will and must.
- Know that a modal verb modifies another verb and tells you how certain, how able or how necessary (obligatory) it is.
- Know that modal verbs only have finite forms such as may, can or should.
- Know that modal verbs do not have any other forms, e.g., mayed or maying.

Adverbs

- Know that adverbs can indicate the possibility of the verb, e.g., perhaps, surely, maybe, possibly, definitely, and certainly.
- Know the difference between adverbs and modal verbs.
- Know that modal verbs follow directly after the noun it modifies.
- Know that adverbs indicating possibility modify the verb in the sentence and, like other adverbs, can move location within the sentence.

Parenthesis

- Know that the term parenthesis means to add extra information within a sentence, using brackets, dashes, or commas.
- Know that parenthesis can be used to interrupt the sentence or to clarify information within a sentence.
- Know that we need to use a pair of brackets to add additional information, while dashes and commas can be used in pairs or on their own.

Expanded noun phrases

- Know that expanded noun phrases can be used to convey complicated information concisely, e.g., the curly-haired girl instead of the girl with the curly hair.
- Know that using expanded noun phrases to convey complicated information concisely is a useful skill for writing notes for bullet points. This will be taught later.
- Identify which information is necessary and which information can be removed from a noun phrase to make sure it is presented concisely.
- Know that not every sentence needs an expanded noun phrase and that a variety of sentence types and lengths will help to build cohesion.

Commas

- Know that commas have many different jobs including separating items in a list, demarcating fronted adverbials, clarifying meaning, or to avoid ambiguity.
- Know that commas can be used to punctuate clauses which add extra information.
- Know that commas can also be used to avoid ambiguity and to make the meaning of a sentence clear, e.g., I enjoy running ballet classes and swimming compared to I enjoy running, ballet classes and swimming.

Present tense

- Know that the present tense forms are simple present, present progressive and present perfect.
- Know that regular simple present verbs use the infinitive verb form.
- Know that regular present progressive verbs use the present participle form.
- Know that regular present perfect verbs use the past participle form.
- Know that all irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learned explicitly.
- Identify which tense form a sentence is written in based on the structure of the sentence.

Past tense

- Know that the past tense forms are simple past, past progressive and past perfect.
- Know that regular simple past verbs use the infinitive verb form followed by the suffix -ed.
- Know that regular past progressive verbs use the present participle form.
- Know that regular past perfect verbs use the past participle form.
- Know that all irregular verb forms (those which cannot be conjugated using -ed or -ing) must be learned explicitly.
- Identify which tense form a sentence is written in based on the structure of the sentence.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus for Writing	See 'The Mill' long term overview.					
Genres of writing in the national curriculum	Writing composition requirements include writing narratives that describe settings, characters, and atmosphere, and integrate dialogue to convey character and advance the action.					
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Transcription: Spelling	<i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i>					
	Use a dictionary to check spellings, using the first three [Y4] or four letters [Y5].	Use of the hyphen (co-ordinate, re-renter, co-operate, co-own)	TAF Statements			
	Use dictionaries to check the spelling and meaning of words [Y5].	-able, -ible, -ably, -ibly	EXS: Spell correctly most words from the Y5/Y6 spelling list and use a dictionary to check to spelling of uncommon or more ambitious vocabulary.			
	Use a thesaurus [Y5].	Spell most CEW words from the Y5 spelling list				
	How words are related by meaning as synonyms and antonyms (e.g., big, large, little)	-cial, -tial				
	Use further prefixes and suffixes and understand the guidance for adding them [Y5].					
	Spell most CEW from the Y3/Y4 spelling list					
Transcription: Handwriting and Presentation	<i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing and email address, or for algebra and capital letters, for example, for filling in a form.</i>					
	Write legibly	TAF Statements				
		EXS: Maintain legibility in joined handwriting when writing at speed.				

Composition: Grammar	Use verb tenses consistently and correctly throughout writing [prior year groups]. Use modal verbs or adverbs to indicate degrees of possibility [Y4].	Identifying subjects and objects in sentences. Use of the passive to affect the presentation of information in a sentence .	Recognise vocabulary and structures that are appropriate for informal and formal speech and writing, including subjunctive forms.	TAF Statements EXS: Use verb tenses consistently and correctly throughout their writing.
Composition: Punctuation	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. [KS1]	Punctuate bullet points consistently, to list information. Use a colon to introduce a list and use semi-colons within lists.	Use hyphens to avoid ambiguity. Use semi-colons, colons, or dashes to mark boundaries between independent clauses .	TAF Statements EXS: Use the range of punctuation taught at KS2 mostly correctly, (e.g., inverted commas and other punctuation to indicate direct speech).
Composition: Planning	<p><i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i></p> <p>Note and develop initial ideas, drawing on reading and research where necessary. [Y5]</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to, or seen performed. [Y5]</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. [Y5]</p>			

<p>Composition: Drafting and writing</p>	<p>Write for a range of purposes. EXS: In narratives, describe settings, characters and atmosphere. EXS: Integrating dialogue in narratives to convey character and advance the action [<i>builds from 'beginning to' in Y5</i>]. Precising longer passages [y5] Use paragraphs to organise ideas [Y4]</p>	<p>Use layout devices to structure text and guide the reader, e.g., headings [Y3], sub-headings [Y3], columns, bullet points to list information, or tables.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, including the use of adverbials and ellipsis. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g., find out – discover), or the use of subjunctive forms in some very formal writing and speech.</p>	<p>EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, (e.g., using contracted forms [Y2], in dialogues, in narrative, using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) EXS: Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; direct address in instructions and persuasive writing) GDS: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g., literary language, characterisation, structure). GDS: distinguish between the language of speech and writing and choose the appropriate register. GDS: exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>		
<p>Composition: Evaluating and editing</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing. [Y5]</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. [Y5]</p>	<p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register. [Y5]</p>	<p>Assess the effectiveness of their own and others' writing. [Y5]</p>		
<p>Composition: Proof-reading</p>	<p>Proof-reading for spelling and punctuation errors, linked to spelling and punctuation that has been taught this year, or in a prior year group.</p>					

Composition: Reading aloud				Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. [Y5]		
Terminology: Appendix 2	Thesaurus Synonyms Antonyms Modal verbs [Y5] Adverb [Y2]	Active Passive Bullet points Colon Semi-colon Subject Object Columns Tables	Hyphen Informal speech Formal speech Subjunctive form Cohesion [Y5] Adverbials [Y4] Ellipsis Singular [Y1] Plural [Y1]	Contraction [Y2] Conjunction [Y3] Pronoun [Y4] Paragraph [Y4] Intonation Volume Movement Inverted commas [Y3]		Use and understand the grammatical terminology for year 6 in EA2 (in bold) when discussing writing.