








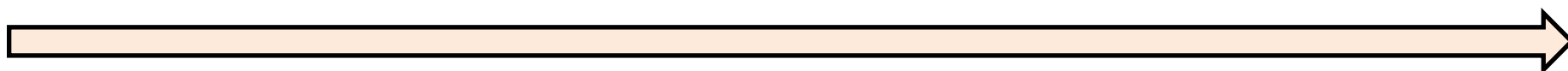
^x
CITY ACADEMY WHITEHAWK




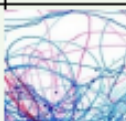

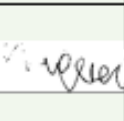
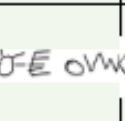
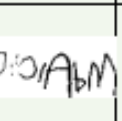
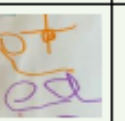
Writing Curriculum Progression Overview



EY Lined	EY Blank	Blank Book	Wide Lines	Thin Lines
				





Writing ELG Map														
Steps of Progress														
This list is not exhaustive but these are some stages of development you may notice in a child's <u>independent mark making</u> .														
Letter Formation	Gross Motor Marking Explores large whole arm movements on page with poor control. Marks are often light and faint due to weak pencil grip. Ascribes no meaning to marks.	Scribble Stage Starting point is any place on the page. Marks resemble drawing large circular strokes and random marks that do not resemble print or communicate a message.	Symbolic Stage Starting point any place on the page, pictures or random strokes/marks with an intended message.	Directional Scribble Scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea.	Symbolic/Mock Letters Letter-like formations, may resemble letters but aren't intentional, interspersed w/ numbers, spacing rarely present.	Strings of Letters Long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, and may write the same letters in many ways.	Groups of Letters Groupings of letters with spaces in between to resemble words.	Environmental Print Copies letters/words from environmental/classroom print, reversals common.	Drawing Letters The child's writing shows evidence of unsecure letter formation. It is clear the child has drawn the letter shape and has not shown a 'flow' of formation.	Copying Letter Formations Is able to form the letter(s) but needs to refer to a sound mat for a prompt. Their writing shows a developing display of formation 'flow' although this may not always be accurate.	Writing Sounds from Memory Is able to form letters from memory with/without a short verbal prompt e.g. "Down the tower?-" The letter formations are legible and are increasingly correctly formed. Special friends (digraphs) may often be reversed.	ELG Write recognisable letters, most of which are correctly formed.	Writing Capital Letters Once lowercase letter formations are secure, children can explore uppercase letter formations. Similarly to the lowercase letter formation progression, children will show developing 'flow'.	Links to Year 1 Begin to form lowercase letters in the correct direction, starting and finishing in the right place. Form capital letters.
														
It's important to note that as children take on writing which involves longer spellings, more special friends or more complex sentence structures, their once secure letter formations may temporarily regress.														
Applying Phonological Knowledge	Labeling pictures matching beginning sounds with the letter orally.	Letter/Word Representation uses first letter sound of word to represent entire word, uses letter sound relationships	Attempting CVC Word Writing with Errors Writing a CVC word remembering two of the sounds when writing. Often the first or last. E.g. A child may be able to segment the CVC word orally, for example 'cat', but when writing forgets the one of the sounds and may write 'ca' or 'ct'.	Independent Single CVC Word Writing e.g. "cat" "dog" without support from an adult	* Some children may be exploring... Digraph (special friends) Word Writing or Red Words with increasing accuracy e.g. "wh", "ig", "wgg" (whale) or "I" and "the"			ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters.	4 Sounds Word Writing e.g. "stop"	Longer Word Writing Is able to write increasingly longer words with accurate application of special friends knowledge. Not all of the sounds will be identified but it is readable. e.g. "bragnu" (banana)	Write words containing each of the 40+ phonemes already taught and common exception words.			
Start to write with	I am working on... single sounds or initial sounds e.g. 's' for snake	I am working on... writing Single CVC Word Writing e.g. "cat" "dog"	I am working on... CVC Caption Writing e.g. "red hat"	I am working on... writing Simple 3 Word CVC Sentence Writing e.g. "It is hot" "I am mad"	ELG Write simple phrases and sentences that can be read by others.			I am working on... longer CVC Sentences e.g. "I have a red hat"	I am working on... sentences which contain digraph sounds e.g. "I can run veee fast"	Write sentences by sequencing sentences to form short narratives.				
Finger Spaces	No Awareness of Finger Spaces even after a prompt from an adult. e.g. Adult verbally prompts and then has to point to where to put the finger space in writing.		With prompting from adult, remembers to include one after a word. e.g. "What do you need after a word?" "Finger space"		Child is beginning to remember the need for them. e.g. Child checks, "Do I need a finger space here?"			Although not always used, writing shows evidence of child having an awareness of the need for finger spaces. "This is not specifically part of the ELG but is something that is likely to be evident in children's work when they are demonstrating that they are achieving the Writing ELG."		Is confident in using finger spaces independently in writing and uses them consistently accurately.	Know to leave spaces between words.			
Retention	Child requires reminders from an adult to remember the single sound they are going to write.	Child can retain the single sound they are writing and do this independently without needing reassurance.	After orally segmenting, the child requires verbal prompting, such as prompting to use sound fingers, from an adult to remember the sounds they are writing in their CVC word.	Child is able to remember each of the three sounds before and during writing their CVC word. This may not translate to writing accurately but they are able to retain this during the writing process.	Child is able to write a two word caption from memory but may occasionally require a prompt from an adult to remember the second word e.g. "What comes next? Or "Tell me your caption again."	Child is able to retain the two word caption they are writing independently.	Child requires multiple verbal or visual prompts to remember the sentence/caption they are writing.	Adult gives one or two verbal prompts and the child is then able to remember the sentence or caption to write.	Is able to remember a simple sentence independently without any reminders. e.g. Adult sets the challenge to write a simple CVC sentence such as "I am mad" independently and a child returns from the other table having written it accurately.	Is able to remember multiple sentences which are increasingly longer and complex.	Write sentences by saying out loud what they are going to write about.			
Construction	Children should be encouraged to engage in the construction of their caption/sentence for writing to ensure writing is meaningful to children but the expectation for a child to do this independently should come once a child's 'retention' for writing is solidified. Prior to this, adults should support children to develop their transcriptional writing whilst they master the other skills required for independent sentence writing.			Child is becoming more independent when thinking of a sentence and engages in idea generation. They adult support to refine into a sentence/phrase ready to write.			Child is able to think of their own sentence(s) for writing and then go onto write their planned sentences with increasing accuracy. e.g. The sentence they have written can be read by an adult. Some small errors may be evident (Writing - I had a dog = I had dog.) "This is not specifically part of the ELG but is something that is likely to be evident in children's work when they are demonstrating that they are achieving the Writing ELG."		Child is able to demonstrate a sense of voice/character/context in the sentences they construct. e.g. "Once upon a time" "I am the meanest giant and I will eat you up."		Write sentences by composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils			
Punctuation	Children should explore using 'full stops' once they have demonstrated that they are secure in writing simple phrases or simple 3 word sentences.		Child is verbally prompted by an adult to add a full stop ('Who's at the end?' but the child still requires support to add in the full stop.		A child does not recognise the need for a full stop but after a verbal prompt remembers and adds the full stop confidently and in the appropriate place.			Child recognises the need for a full stop at the end of their sentence but may need prompting on occasion. Child may seek reassurance e.g. "Do I need a full stop now?"		Child independently recognises the need for a full stop and add this accurately without support. This is fairly consistent but may be forgotten at times.		Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.		
Capital Letters	Child shows no awareness of how capital letters are used. Writing may show some random use of capital letters is known.	Child writes their name with a capital letter habitually.	Children should explore using capital letters in phrase/sentence writing once they have demonstrated that their lower case letter formation is secure and so is simple sentence writing.			Child requires visual and verbal reminder to use a capital letter e.g. Tapping the head or "What do we need at the start of the sentence?" "Child is likely to use the red word 'I' in writing but their understanding of I as a capital letter will be developing.		Child only requires the visual prompt to use the capital letter.		Child does not require a prompt to use a capital letter at the start of the sentence. They use capital letters in this way accurately with increasing consistency.		Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		

Writing Competencies

The Mechanics of writing:					
WM1	WM2	WM3	WM4	WM5	WM6
I can mark make	I can form some letters	I can form all letters accurately	I can write my name	I can write a CVC word	I can write a simple sentence

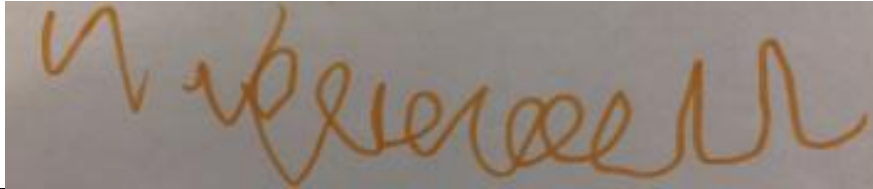
Sentence writing:								
SW1	SW2	SW3	SW4	SW5	SW6	SW7	SW8	SW9
I can trace over yellow writing with some accuracy	I can trace over yellow writing forming my letters correctly	I can copy yellow writing onto green lines with the first letter of each word done for me	I can copy yellow writing onto green lines	I can write a sentence using green lines from listening to a recording	I can write a sentence using green lines with some words written by the teacher after oral rehearsal	I can write a sentence using green lines after aural rehearsal with an adult	I can write a sentence after aural rehearsal with an adult without green lines	I am ready to write independently!

Idea generation:							
IG1	IG2	IG3	IG4	IG5	IG6	IG7	IG8
I can repeat/copy ideas from my text map or other learning	I can finish a sentence with an idea of my own with help from an adult and a visual word bank	I can finish a sentence with an idea of my own with help from an adult	I can generate an idea with help from an adult	I can generate an idea with help from a word bank	I can generate an idea using my own experiences after talking to an adult	I can link my new ideas together cohesively	I am ready to think of ideas independently!

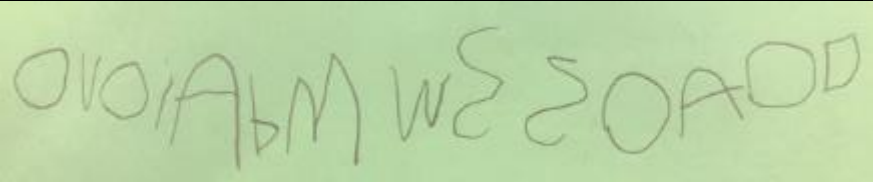


The Mechanics of Writing progression:

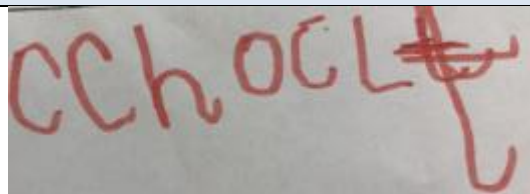
MW1



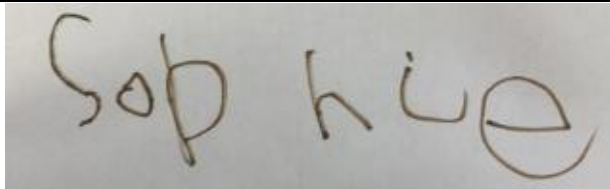
MW2



MW3



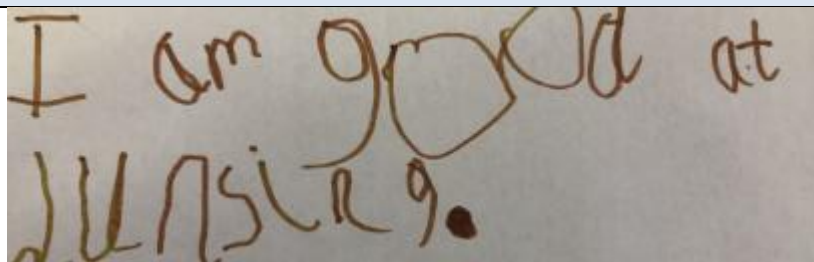
MW4



MW5



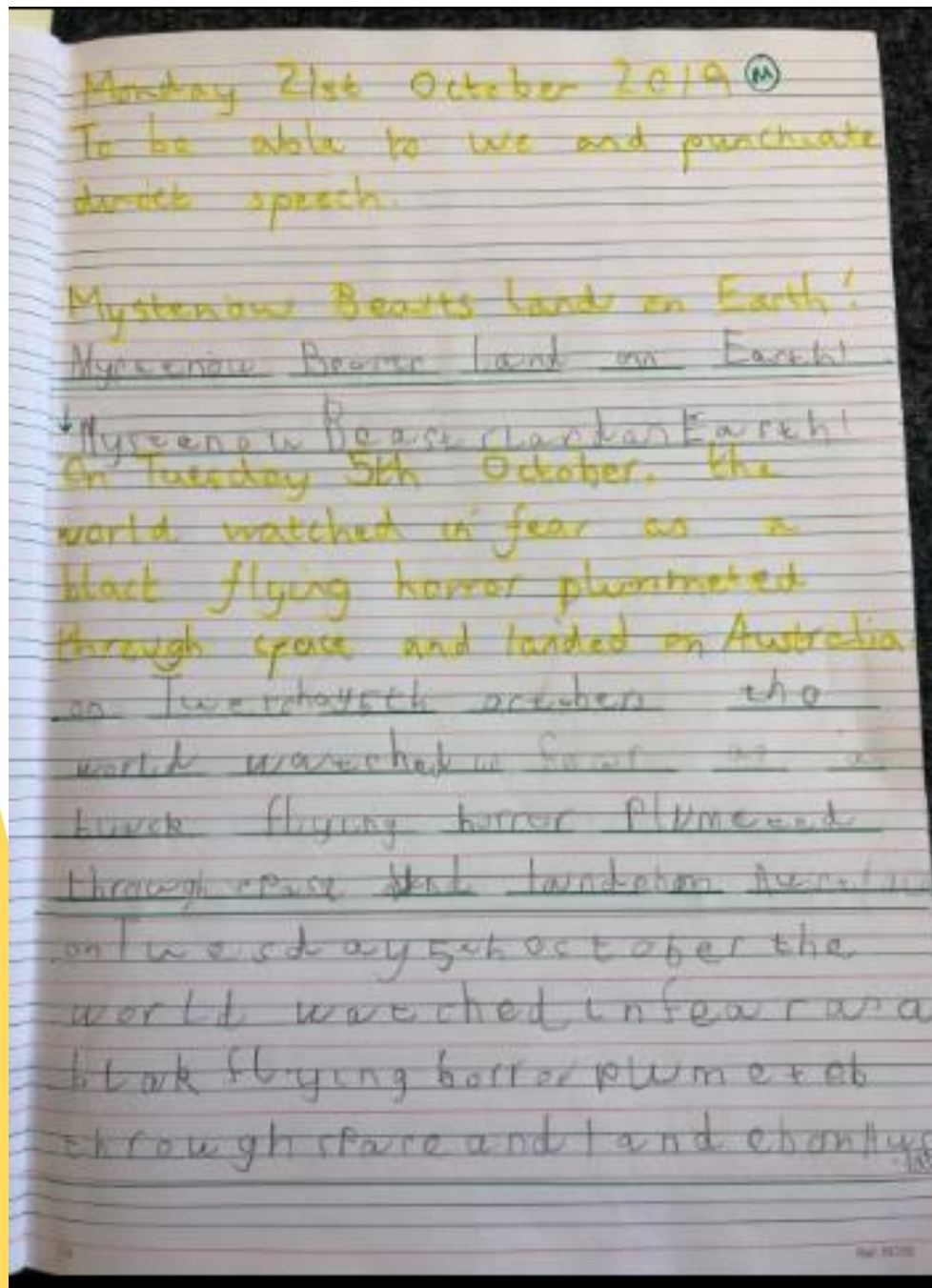
MW6





What a full page looks like:

This page demonstrates the progression of sentence writing in one lesson. In order to stop children becoming reliant on the scaffolds, you may decide to expose children to SW1, SW2 and SW4, in order to assess their independent writing. It may become clear that children are relying on green lines to include finger spaces, therefore ensure there is a magic box for them to practice writing a sentence with finger spaces on their own.





SW1

You may decide in some lessons to expose children to all three (yellow words, green lines and a 'magic box')

We get onto the train.

SW2

CRASH! SMASH! SHATTER! The Glass Man was wrecking the glass from the buildings.

SW3

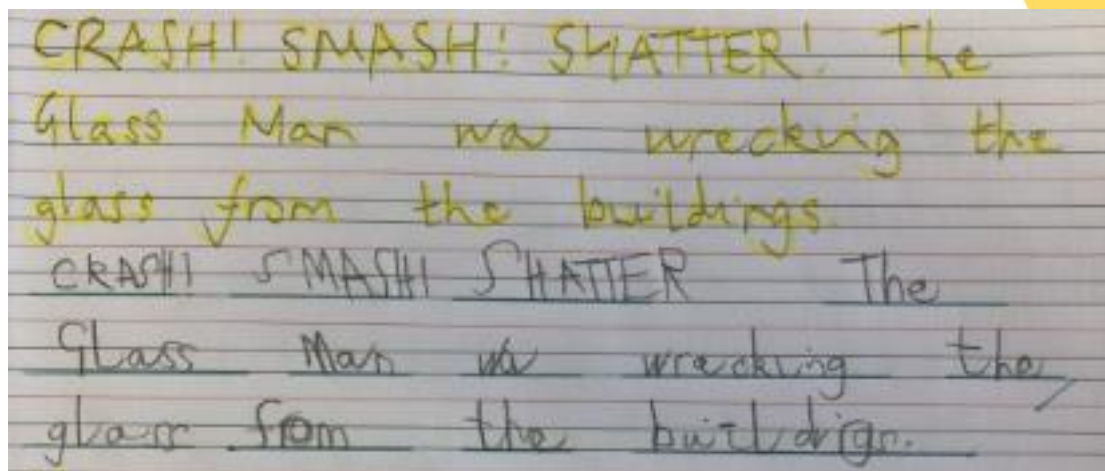
fisher food. I loved
proving the hamper but
it was too soft and
yellow. He loved to
keep on exploring at
fisher food.





SW4

Magic boxes are a really effective way to assess whether they are remembering to do finger spaces. Children can get reliant on green lines and forget!



SW5

Adults to record them or child saying the sentence on an iPad's voice recorder app. Children to sit at tables with iPads, headphones and writing books and write each word onto green lines (like SW6 or 7).





SW6

In some cases, teachers may decide to skip this step.

It is useful to motivate some writers/help them with their sense.

Mysterious beast lands on Earth
On Tuesday 5th October the world watched in fear as a riot black flying horror plummeted through space and landed on Australia. Every night last week, astronomers spotted the creature and mistook it for a giant star.

SW7

Next Richard Visited the Perowins cyoot cudle Perowins sdansin haddad and stil. Richard chris too nudo.





In some cases, teachers may decide to skip this step.

This may support children with their size and what line to write on.

Long ago chrissey and
I did something
bad. We sneaked
to the blueberry Wood
and fished in
the magic pond.

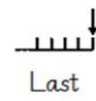
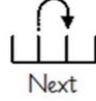
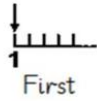
At this point children should be writing in the 'KS2' Writing books.

Friday 28th February
To be able to innovate a text @
Finle, Lee stubl a cros
some animals
sum anls plain in the
grass mean animals
ghost + ~~men~~, can tel and
very to tell. Lee bot at
him, just thay all sted
at him. saddle thay
rilis thay wey all lin!
Lee Bfrendid the litt
animals and haple every
rfde:





Yellow words tracing – FIRST NEXT LAST



Put your finger on the first yellow word



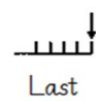
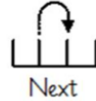
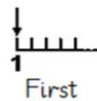
Put your pencil at the top of the yellow word



Trace the letter carefully



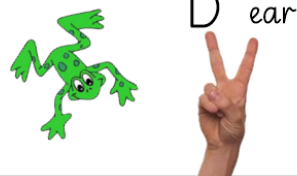
Green lines – FIRST NEXT LAST



Say the first word in the sentence



Find it on a wordbank or use fred fingers



Find the green line and write the word carefully





Paper Progression
Stage 1
Blank, portrait plain, paper
Stage 2
Thick black baseline
Stage 3
Red rails (to be written within)
Stage 4
Clever cat handwriting lines
Stage 5
Wide Clever cat handwriting lines in exercise books
Stage 6
Narrow Clever cat handwriting lines in exercise books
Stage 7
Children demonstrate proficiency with pencil and earn a pen
Stage 8 (End of Year 6 to prepare for the transition to Year 7)
No handwriting lines

Marking Tool for adult led writing	
Children are encouraged to explore and apply a wide-range of media in the early stages of mark making.	
Stage 1	
Writing	Reflecting
Felt tip pen	Purple felt tip
Stage 2	
Writing	Reflecting
Chunky pencil	Purple felt tip
Stage 3	
Writing	Reflecting
Thin pencil	Purple biro
Stage 4	
Writing	Reflecting
Handwriting pen	Purple biro



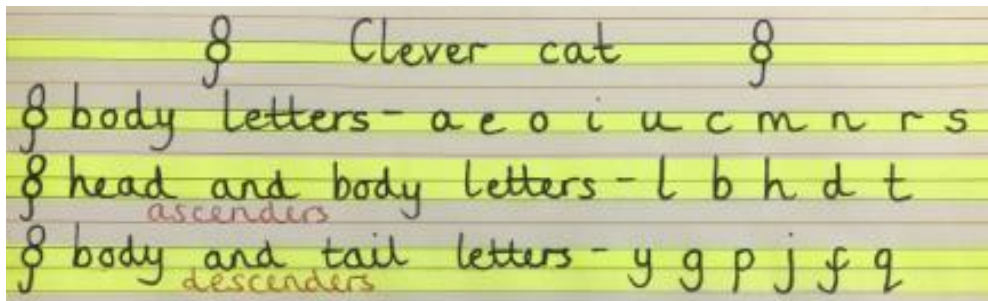


Clever Cat Handwriting

To support children at CAW with their letter formation and understanding of the handwriting lines, we use the 'Clever cat'.

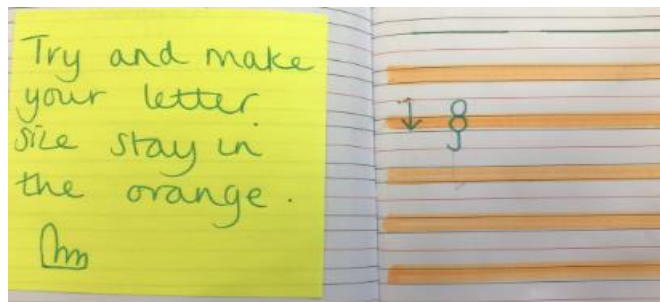
The clever cat sits on the main writing lines (in the two black lines). Like the clever cat, this is where the children's writing should sit.

To ensure children are forming letters at the correct size, we call them 'body letters', 'head and body letters' (ascenders) and 'body and tail letters' (descenders). Please see below for examples.

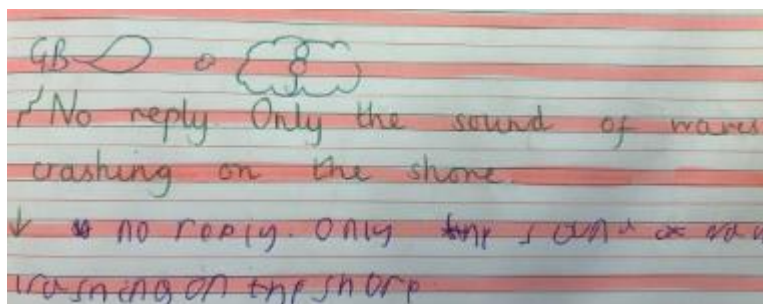


How to use the clever cat to support writing

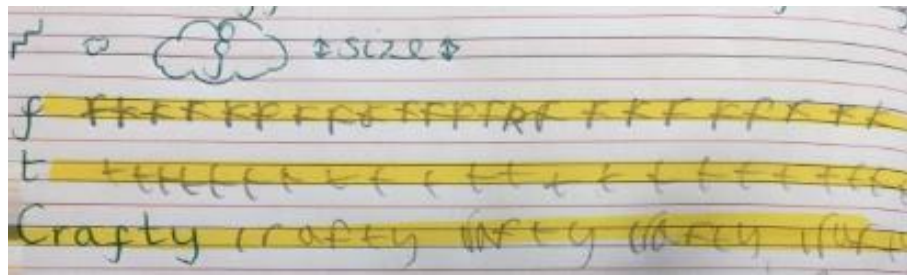
Highlight the middle of the two black lines with a clever cat prior to the lesson



Give it as verbal feedback during a lesson with clear modelled examples for a retry



Give it as a next step encouraging children to think about their size



Progression in sentence construction:

KS1	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i>, <i>or</i>, <i>but</i></p> <p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Year 3 and 4	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>]</p> <p>Adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>]</p> <p>Prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted adverbials [for example: <i>Later that day</i>, <i>I heard the bad news.</i>]</p> <p>Using the progressive form to begin a subclause and beginning to select sentence structure for purpose.</p>
Year 5 and 6	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p> <p>Focus on sentence-structure selection for purpose and intended effect.</p>



Year 1	
	We have mapped out the National Curriculum learning objectives in order that throughout Year 1 pupils are taught to:
Writing	<p>Spell:</p> <ul style="list-style-type: none">words containing each of the 40+ phonemes already taughtcommon exception wordsthe days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none">naming the letters of the alphabet in orderusing letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none">using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsusing the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Write sentences by:</p> <ul style="list-style-type: none">saying out loud what they are going to write aboutcomposing a sentence orally before writing itsequencing sentences to form short narrativesre-reading what they have written to check that it makes sensediscuss what they have written with the teacher or other pupilsread aloud their writing clearly enough to be heard by their peers and the teacher.





Year 1						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Join words together to form a sentence Sequence sentences to form a short narrative Separate words with spaces To punctuate sentences using capital letters and full stops 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Join words together to form a sentence Sequence sentences to form a short narrative Separate words with spaces Write sentences with capital letters and full stops 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Join words together to form a sentence Sequence sentences to form a short narrative Separate words with spaces To use the suffix 's' or 'es' for plurals To use a capital letter for the personal pronoun I & names 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To use suffix ed and ing To join clauses using and To punctuate sentences using a question mark To punctuate sentences using an exclamation mark To use the suffix 's' or 'es' for plurals 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To use capital letters for names, places, days, months and I To compose a sentence orally before writing it To re-read their writing to check it makes sense To use suffix ed and ing To use the prefix un 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To use capital letters for names, places, days, months and I To compose a sentence orally before writing it To re-read their writing to check it makes sense To use suffix ed, ing, er & est To use the prefix un
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain
Non-Narrative	<ul style="list-style-type: none"> To punctuate sentences using an exclamation mark Join words together to form a sentence Sequence sentences to form a short narrative 	<ul style="list-style-type: none"> To punctuate sentences using a question mark To punctuate sentences using an exclamation mark Write sentences with capital letters and full stops 	<ul style="list-style-type: none"> To use a capital letter for the personal pronoun I & names & days of the week To punctuate sentences using an exclamation mark Sequence sentences to form a short narrative To join clauses using and 	<ul style="list-style-type: none"> To use suffixes 'er' and 'est' To join clauses using and To use the suffix 's' or 'es' for plurals 	<ul style="list-style-type: none"> To use capital letters for names, places, days, months and I To compose a sentence orally before writing it To re-read their writing to check it makes sense To use suffix ed 	<ul style="list-style-type: none"> To compose a sentence orally before writing it To re-read their writing to check it makes sense To punctuate sentences using a question mark To punctuate sentences using an exclamation mark
	To explain	To persuade	To inform	To inform		





Poetry	<ul style="list-style-type: none">▪ Join words together to form a sentence▪ Sequence sentences to form a short narrative▪ Separate words with spaces	<ul style="list-style-type: none">▪ Join words together to form a sentence▪ Sequence sentences to form a short narrative• Separate words with spaces• Write sentences with capital letters and full stops	<ul style="list-style-type: none">• Sequence sentences to form a short narrative• To use the suffix 's' or 'es' for plurals• To punctuate sentences using a question mark• To punctuate sentences using an exclamation mark	<ul style="list-style-type: none">• To use a capital letter for the personal pronoun I• To use suffix ed and ing	<ul style="list-style-type: none">• To punctuate sentences using a question mark• To compose a sentence orally before writing it• To re-read their writing to check it makes sense• To use the suffix ing	<ul style="list-style-type: none">• To punctuate sentences using a question mark• To compose a sentence orally before writing it• To re-read their writing to check it makes sense• To use the suffix ing
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Year 1

Writing

Handwriting and Presentation

Pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 1

Speaking and Listening

Focus: Paired Speaking and listening

Focus: Paired Speaking and listening

Focus: Group Speaking and listening

Focus: Group Speaking and listening

Focus: Independent Speaking and listening

Focus: Independent Speaking and listening

- Pupils will be taught to:
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication





Year 2

We have mapped out the National Curriculum learning objectives in order that throughout Year 2 pupils are taught to:

Writing

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



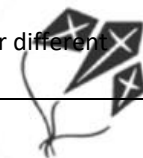


Year 2						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks To learn how to use and punctuate commas for list correctly To learn how to use command sentences To develop positive attitudes towards and stamina writing narratives about personal experiences and those of others To use expanded noun phrases to describe and specify 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks To learn how to use and punctuate commas for list correctly To use expanded noun phrases to describe and specify To add suffixes ment/ness/ful/less/ly To learn how to use exclamation, question and command sentences To write down ideas and/or key words, including new vocabulary 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for list To learn how to use and punctuate apostrophes for contracted forms and the possessive To learn how to use subordination and co-ordination To use expanded noun phrases to describe and specify To add suffixes ment/ness/ful/less/ly To learn how to use exclamation, question and command sentences To write down ideas and/or key words, including new vocabulary To write for different purposes 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for list and apostrophes for contracted forms and the possessive To learn how to use subordination and co-ordination To use expanded noun phrases to describe and specify To learn how to use exclamation, question, statement and command sentences To write down ideas and/or key words, including new vocabulary To write for different purposes 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for list and apostrophes for contracted forms and the possessive To learn how to use subordination and co-ordination To use expanded noun phrases to describe and specify To add suffixes ment/ness/ful/less/ly To learn how to use exclamation, question, statement and command sentences To write down ideas and/or key words, including new vocabulary 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To write down ideas and/or key words, including new vocabulary To learn how to use subordination and co-ordination To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for list To use expanded noun phrases to describe and specify To learn how to use and punctuate apostrophes for contracted forms and the possessive To learn how to use exclamation, question and command sentences To use the present tense correctly
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Non-Narrative	<ul style="list-style-type: none"> To learn how to use familiar punctuation correctly, including full stops, capital letters, exclamation marks and question marks To learn how to use and punctuate commas for list correctly To learn how to use command sentences To learn how to use sentences of different forms: question and exclamation 	<ul style="list-style-type: none"> To develop positive attitudes towards and stamina for writing by writing about real events To write non-narratives about personal experiences and those of others To write for different purposes To learn how to use the past tense correctly and consistently including the progressive form To learn how to use sentences with different forms: statements, questions, exclamations and commands 	<ul style="list-style-type: none"> To develop positive attitudes towards and stamina for writing by writing about real events To learn how to use and punctuate commas for list correctly To write for different purposes To learn how to use sentences with different forms: statements, questions, exclamations and commands To learn how to use and punctuate possessive apostrophes To use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> To learn how to use the past tense correctly and consistently including the progressive form To write for different purposes To learn how to use subordination and co-ordination To write non-narratives about personal experiences and those of others To learn how to use and punctuate possessive To learn how to use sentences of different forms: question and exclamation 	<ul style="list-style-type: none"> To learn how to use the past tense correctly and consistently including the progressive form To write for different purposes To learn how to use subordination and co-ordination To write non-narratives about personal experiences and those of others To learn how to use sentences of different forms: question and exclamation To learn how to use and punctuate possessive To use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> To develop positive attitudes towards and stamina for writing by writing about real events To write non-narratives about personal experiences and those of others To write for different purposes To learn how to use the past tense correctly and consistently including the progressive form To learn how to use sentences with different forms: statements, questions, exclamations and commands
	To instruct	To recount	To inform	To inform	To persuade	To explain
Poetry	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To write down ideas and/or key words, including new vocabulary To write down ideas and/or key words, 	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To write down ideas and/or key words, including new vocabulary To write down ideas and/or key words, 	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To write down ideas and/or key words, including new vocabulary To write down ideas and/or key words, 	<ul style="list-style-type: none"> To develop positive attitudes towards stamina for writing by writing poetry To write down ideas and/or key words, including new vocabulary To write for different purposes





	<ul style="list-style-type: none">• To write down ideas and/or key words, including new vocabulary• To use expanded noun phrases to describe and specify	<ul style="list-style-type: none">• To write down ideas and/or key words, including new vocabulary• To use expanded noun phrases to describe and specify• To read aloud what they have written with appropriate intonation to make the meaning clear.	<p>including new vocabulary</p> <ul style="list-style-type: none">• To use expanded noun phrases to describe and specify• To read aloud what they have written with appropriate intonation to make the meaning clear.	<p>including new vocabulary</p> <ul style="list-style-type: none">• To use expanded noun phrases to describe and specify• To read aloud what they have written with appropriate intonation to make the meaning clear.	<p>including new vocabulary</p> <ul style="list-style-type: none">• To use expanded noun phrases to describe and specify• To read aloud what they have written with appropriate intonation to make the meaning clear.	<ul style="list-style-type: none">• To write down ideas and/or key words, including new vocabulary• To use expanded noun phrases to describe and specify• To read aloud what they have written with appropriate intonation to make the meaning clear.
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Year 2

Writing

Handwriting and Presentation

By following our handwriting and presentation policy, pupils will be taught to:

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

Those who are fluently printing their handwriting will be taught to:

- 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

Year 2

Speaking and Listening

Focus: Paired Speaking and listening

Focus: Paired Speaking and listening

Focus: Group Speaking and listening

Focus: Group Speaking and listening

Focus: Independent Speaking and listening

Focus: Independent Speaking and listening

Pupils will be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication





Year 3

We have mapped out the National Curriculum learning objectives in order that throughout Year 3 and 4 pupils are taught to:

Writing

Plan their writing by:

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

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



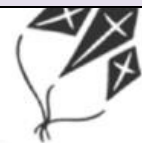


Year 3						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to organise paragraphs around a theme To begin to create settings, characters and plot To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To begin to use prepositions to express time and cause To begin to discuss and record ideas when planning 	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to create settings To begin to use fronted adverbials To begin to use commas after fronted adverbials To begin to build a varied and rich vocabulary and an increasing range of sentence structures To begin to use conjunctions, adverbs and prepositions to express time and cause To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to organise paragraphs around a theme To begin to create settings, characters and plot To begin to use conjunctions, adverbs and prepositions to express time and cause To begin to use and punctuate direct speech To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to build a varied and rich vocabulary and an increasing range of sentence structures To begin to use prepositions to express time and cause To begin to use commas after fronted adverbials To begin to create characters To begin to use conjunctions, adverbs and prepositions to express time and cause To begin to indicate possession by using the possessive apostrophe with plural nouns To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To begin to use and punctuate direct speech To begin to use conjunctions, adverbs and prepositions to express time and cause 	<p>Pupils will be taught to begin:</p> <ul style="list-style-type: none"> To begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To begin to organise paragraphs around a theme To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To begin to use the present perfect form of verbs in contrast to the past tense To begin to use conjunctions, adverbs and prepositions to express time and cause
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Non-Narrative	<ul style="list-style-type: none"> To begin to use simple organisational devices [for example, headings and sub-headings] To begin to use conjunctions, adverbs and prepositions to express time and cause To begin to organise paragraphs around a theme 	<ul style="list-style-type: none"> To begin to organise paragraphs around a theme To begin to discuss writing similar to that which they are planning to learn from its structure To begin to build a varied and rich vocabulary and an increasing range of sentence structures To begin to choose pronouns appropriately to avoid repetition 	<ul style="list-style-type: none"> To begin to use the present perfect form of verbs in contrast to the past tense To begin to use conjunctions, adverbs and prepositions to express time and cause To use and punctuate direct speech To discuss writing similar to that which they are planning to learn from its structure 	<ul style="list-style-type: none"> To organise paragraphs around a theme To use simple organisational devices [for example, headings and sub-headings] To begin to use and punctuate direct speech To begin to use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> To begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To begin to organise paragraphs around a theme 	<ul style="list-style-type: none"> To begin to organise paragraphs around a theme To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	To inform	To persuade	To inform	To instruct	To explain	To debate
Poetry	<ul style="list-style-type: none"> To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To begin to create characters To begin to build a varied and rich vocabulary 	<ul style="list-style-type: none"> To begin to build a varied and rich vocabulary To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To begin to create settings 	<ul style="list-style-type: none"> To begin to build a varied and rich vocabulary and an increasing range of sentence structures To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To begin to use prepositions to express time and cause 	<ul style="list-style-type: none"> To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To begin to build a varied and rich vocabulary 	<ul style="list-style-type: none"> To begin to build a varied and rich vocabulary and an increasing range of sentence structures To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> To begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To begin to build a varied and rich vocabulary and an increasing range of sentence structures
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Year 3						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Writing	<ul style="list-style-type: none"> Suffixes: -s, -es, -er, -ed, -ing. Prefixes: un-, dis- Apostrophes for contraction Rarer GPC words ei sound Homophones (brake/break, great/grate, eight/ate, weight/wait, son/sun) Statutory words 	<ul style="list-style-type: none"> Statutory Words Homophones Y2 Prefixes and Suffixes (revision) Prefixes: '-mis', '-re' i sound spelt y g sound spelt -gue k sound spelt -que 	<ul style="list-style-type: none"> Suffixes: '-ness', '-full', following consonant (revision) Prefixes 'sub-' and 'tele-' Apostrophe for contraction Words with the /j/ sound spelt 'ch' and 's', 'ss(ion/ure) Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly' 	<ul style="list-style-type: none"> Prefixes 'super-' and 'auto-' Words with the /k/ sound spelt 'ch' (Greek in origin) Homophones Statutory words 	<ul style="list-style-type: none"> Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') Suffix '-ly' with root words ending in 'le' and 'ic' Suffix '-ly' Apostrophe for contraction Statutory words Rare GPCs (/i/ sound) Vowel digraphs (Revision) 	<ul style="list-style-type: none"> Suffixes -s, -es, -er, -ed, -ing. Prefixes -un, -dis Apostrophe's for contraction Rarer GPC words ei sound Homophones (heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)
	<p>Handwriting and Presentation</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [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]. 					





Year 3						
Speaking and Listening	Focus: Paired Speaking and listening	Focus: Paired Speaking and listening	Focus: Group Speaking and listening	Focus: Group Speaking and listening	Focus: Independent Speaking and listening	Focus: Independent Speaking and listening
	<ul style="list-style-type: none">▪ Pupils will be taught to:▪ listen and respond appropriately to adults and their peers▪ ask relevant questions to extend their understanding and knowledge▪ use relevant strategies to build their vocabulary▪ articulate and justify answers, arguments and opinions▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas▪ speak audibly and fluently with an increasing command of Standard English▪ participate in discussions, presentations, performances, role play/improvisations and debates▪ gain, maintain and monitor the interest of the listener(s)▪ consider and evaluate different viewpoints, attending to and building on the contributions of others▪ select and use appropriate registers for effective communication					





Year 4

We have mapped out the National Curriculum learning objectives in order that throughout Year 3 and 4 pupils are taught to:

Writing

Plan their writing by:

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

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.





Year 4						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To organise paragraphs around a theme To create settings, characters and plot To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To use prepositions to express time and cause To discuss and record ideas when planning To use and punctuate direct speech 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To create settings To use fronted adverbials To use commas after fronted adverbials To build a varied and rich vocabulary and an increasing range of sentence structures To use conjunctions, adverbs and prepositions to express time and cause To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To use and punctuate direct speech 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To organise paragraphs around a theme To create settings, characters and plot To use conjunctions, adverbs and prepositions to express time and cause To use and punctuate direct speech To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To build a varied and rich vocabulary and an increasing range of sentence structures To use prepositions to express time and cause To use commas after fronted adverbials To create characters To use conjunctions, adverbs and prepositions to express time and cause To indicate possession by using the possessive apostrophe with plural nouns To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To use and punctuate direct speech To use conjunctions, adverbs and prepositions to express time and cause To indicate possession by using the possessive apostrophe with plural nouns 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To organise paragraphs around a theme To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To use the present perfect form of verbs in contrast to the past tense To use conjunctions, adverbs and prepositions to express time and cause To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Non-Narrative	<ul style="list-style-type: none"> To use simple organisational devices [for example, headings and sub-headings] To use conjunctions, adverbs and prepositions to express time and cause To organise paragraphs around a theme 	<ul style="list-style-type: none"> To organise paragraphs around a theme To discuss writing similar to that which they are planning to learn from its structure To build a varied and rich vocabulary and an increasing range of sentence structures To choose pronouns appropriately to avoid repetition 	<ul style="list-style-type: none"> To use the present perfect form of verbs in contrast to the past tense To use conjunctions, adverbs and prepositions to express time and cause To use and punctuate direct speech To discuss writing similar to that which they are planning to learn from its structure 	<ul style="list-style-type: none"> To organise paragraphs around a theme To use simple organisational devices [for example, headings and sub-headings] To use and punctuate direct speech To use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To organise paragraphs around a theme 	<ul style="list-style-type: none"> To organise paragraphs around a theme To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	To inform	To discuss	To persuade	To recount	To debate	To persuade
Poetry	<ul style="list-style-type: none"> To build a varied and rich vocabulary To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To create settings 	<ul style="list-style-type: none"> To build a varied and rich vocabulary To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To create settings 	<ul style="list-style-type: none"> To build a varied and rich vocabulary and an increasing range of sentence structures To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To use prepositions to express time and cause 	<ul style="list-style-type: none"> To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To build a varied and rich vocabulary 	<ul style="list-style-type: none"> To build a varied and rich vocabulary and an increasing range of sentence structures To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To build a varied and rich vocabulary and an increasing range of sentence structures
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Year 4

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Writing	<ul style="list-style-type: none"> Words ending /ʒə/ Possessive apostrophe with singular proper nouns (Revision) Homophones (peace/piece, main/mane, fair/fare) Statutory words 	<ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Statutory words 	<ul style="list-style-type: none"> The /g/ sound spelt 'gu' Words with endings sounding like /tʃə/ spelt '-ture' Possessive apostrophe with plurals Homophones (scene/seen, mail/male, bawl/ball) Statutory words 	<ul style="list-style-type: none"> Prefixes 'anti-' and 'inter-' Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Statutory words 	<ul style="list-style-type: none"> Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʃən/ spelt 'sion' Apostrophes for possession, including singular and plural (revision) Homophones (weather/whether, who's/whose, missed/mist, medal/meddle, team/teem) Statutory words 	<ul style="list-style-type: none"> Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Statutory words
	<p><u>Handwriting and Presentation</u></p> <p>Pupils will be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 					





Year 4

Speaking and Listening	Focus: Paired Speaking and listening	Focus: Paired Speaking and listening	Focus: Group Speaking and listening	Focus: Group Speaking and listening	Focus: Independent Speaking and listening	Focus: Independent Speaking and listening
	<ul style="list-style-type: none">▪ Pupils will be taught to:▪ listen and respond appropriately to adults and their peers▪ ask relevant questions to extend their understanding and knowledge▪ use relevant strategies to build their vocabulary▪ articulate and justify answers, arguments and opinions▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas▪ speak audibly and fluently with an increasing command of Standard English▪ participate in discussions, presentations, performances, role play/improvisations and debates▪ gain, maintain and monitor the interest of the listener(s)▪ consider and evaluate different viewpoints, attending to and building on the contributions of others▪ select and use appropriate registers for effective communication					





Year 5

We have mapped out the National Curriculum learning objectives in order that throughout Year 5 and 6 pupils are taught to:

Writing

Plan their writing by:

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

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (in narratives)
- précising longer passages
- 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 [for example, headings, bullet points, underlining]

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
- proofreading for spelling and punctuation errors
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear





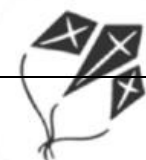
Year 5

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> Begin to write in narratives, describing settings, characters and atmosphere Begin to select vocabulary and grammatical structures that reflect what the writing requires Begin to use verb tenses consistently and correctly throughout their writing Begin to use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> Begin to write in narratives, describing settings, characters and atmosphere Begin to select vocabulary and grammatical structures that reflect what the writing requires Begin to use verb tenses consistently and correctly throughout their writing Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Begin to use the range of punctuation taught at key stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To write in narratives, describing settings, characters and atmosphere To select vocabulary and grammatical structures that reflect what the writing requires Begin to use the perfect form of verbs to mark relationships of time and cause Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Begin to use verb tenses consistently and correctly throughout their writing Begin to use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> Begin to write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action To begin to use passive verbs to affect how information is presented To use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> Begin to write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own To begin to distinguish between the language of speech and writing and choose the appropriate register To use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action To use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Begin to use the perfect form of verbs to mark relationships of time and cause To begin to use passive verbs to affect how information is presented To use verb tenses consistently and correctly throughout their writing





	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain
Non-Narrative	<ul style="list-style-type: none"> • Begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Begin to appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Begin to use a colon to introduce a list • Begin to use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, bullet points) 	<ul style="list-style-type: none"> • Begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • To begin use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Begin to use semicolons, colons or dashes to mark boundaries between independent clauses • Begin to appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Begin to use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, bullet points) 	<ul style="list-style-type: none"> • Begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Begin to use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, bullet points) • To begin to use modal verbs to suggest degrees of possibility • Begin to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Begin to use the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • To begin to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • To use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, bullet points) • Begin to use semicolons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • To begin to distinguish between the language of speech and writing and choosing the appropriate register • To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • To begin to use passive verbs to affect how information is presented 	<ul style="list-style-type: none"> • To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • To begin distinguish between the language of speech and writing and choosing the appropriate register • To begin use passive verbs to affect how information is presented • To use semicolons, colons or dashes to mark boundaries between independent clauses





	To record events and feelings	To instruct	To discuss	To recruit and explain	To explain	To inform
Poetry	<ul style="list-style-type: none">• To begin write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• To begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• To begin to use modal verbs to suggest degrees of possibility	<ul style="list-style-type: none">• To begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To begin to appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• To begin to use modal verbs to suggest degrees of possibility	<ul style="list-style-type: none">• To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning





Year 5

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Writing	<ul style="list-style-type: none"> Words with the letter string 'ough' Words with 'silent' letters Words ending in '-able' and '-ible' Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Statutory words Use of spelling journals for etymology Strategies for learning words: words from statutory and personal spelling lists 	<ul style="list-style-type: none"> Plurals (adding '-s', '-es' and '-ies' (revision) Apostrophe for contraction and possession (revision) Use of the hyphen Strategies for learning words: words from statutory and personal spelling lists. Proofreading, focusing on checking words from personal lists Using a dictionary to support learning word roots, derivations and spelling patterns Using dictionaries to create word webs Strategies at the point of writing: building new words from known morphemes 	<ul style="list-style-type: none"> Apostrophe for possession (revision) Strategies for learning words: words from personal spelling lists Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) Homophones (led/lead, steel/steal, alter/altar) Statutory words 	<ul style="list-style-type: none"> Building words from root words Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words Proofreading: checking from another source after writing Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, alter/altar) Statutory words 	<ul style="list-style-type: none"> Strategies for learning words: using a range of strategies Strategies at the point of writing: using etymological/ morphological strategies for spelling Using spelling journals for etymology Proofreading for words on statutory list Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose) 	<ul style="list-style-type: none"> Proofreading: use of dictionary to check words referring to first three or four letters Proofreading: use of dictionary to check words Strategies for learning words: problem suffixes Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, alter/altar, cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)
	<p><u>Handwriting and Presentation</u></p> <p>Pupils will be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 					





Year 5						
Speaking and Listening	Focus: Paired Speaking and listening	Focus: Paired Speaking and listening	Focus: Group Speaking and listening	Focus: Group Speaking and listening	Focus: Independent Speaking and listening	Focus: Independent Speaking and listening
	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">▪ collaborate - listening and responding appropriately to adults and their peers▪ ask relevant questions to extend their understanding and knowledge▪ use relevant strategies to build their vocabulary▪ articulate and justify answers, arguments and opinions▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas▪ speak audibly and fluently with an increasing command of Standard English▪ participate in discussions, presentations, performances, role play/improvisations and debates▪ gain, maintain and monitor the interest of the listener(s)▪ consider and evaluate different viewpoints, attending to and building on the contributions of others▪ select and use appropriate registers for effective communication					





Year 6

We have mapped out the National Curriculum learning objectives in order that throughout Year 5 and 6 pupils are taught to:

Writing

Plan their writing by:

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

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (in narratives)
- précising longer passages
- 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 [for example, headings, bullet points, underlining]

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
- proofreading for spelling and punctuation errors
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



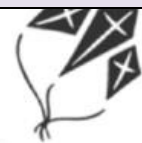


Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Narrative	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires use semicolons, colons or dashes to mark boundaries between independent clauses use the perfect form of verbs to mark relationships of time and cause use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use semicolons, colons or dashes to mark boundaries between independent clauses write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use the range of punctuation taught at key stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use passive verbs to affect how information is presented write in narratives, describe settings, characters and atmosphere use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own distinguish between the language of speech and writing and choose the appropriate register integrate dialogue to convey character use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own integrate dialogue to convey character
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain





Non-Narrative	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• use a colon to introduce a list• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• use further organisational and presentational devices to structure text and to guide the reader• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	<ul style="list-style-type: none">• use modal verbs to suggest degrees of possibility• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	<ul style="list-style-type: none">• use modal verbs to suggest degrees of possibility• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• integrate dialogue to convey character• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• distinguish between the language of speech and writing and choosing the appropriate register <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use passive verbs to affect how information is presented</p>	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• integrate dialogue to convey character• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• distinguish between the language of speech and writing and choosing the appropriate register <p>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>use passive verbs to affect how information is presented</p>
	To discuss	To persuade	To instruct	To inform	To debate	To explain





Poetry	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• use modal verbs to suggest degrees of possibility	<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	To entertain	To entertain	To entertain	To entertain	To entertain	To entertain



Year 6						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Writing	<ul style="list-style-type: none"> Words ending '-able', '-ably', and '-ible'/'-ibly' Words ending '-able' and '-ible' Adding suffixes beginning with vowels to words ending in '-fer' Proofreading in smaller chunks (sentences, paragraphs) Statutory words SATs Prep 	<ul style="list-style-type: none"> Homophones ('ce'/'se') Endings that sound like /jəs/ spelt '-cious' or '-tious' Statutory words SATs Prep 	<ul style="list-style-type: none"> Words with 'ough' letter string Words ending '-cial' and '-tial' Statutory words SATs Prep 	<ul style="list-style-type: none"> Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Homophones (all taught homophones from KS2) Generating words from prefixes and roots Statutory words SATs Prep 	<ul style="list-style-type: none"> Strategies for learning words: rare GPCs from statutory word list Strategies for learning words: words from statutory and personal spelling lists Words ending in 'ant', '-ance and '-ancy' Proofreading own writing independently Root words and meaning 	<ul style="list-style-type: none"> Words ending '-ent', '-ence' and '-ency' Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary) Strategies for learning words: commonly misspelt homophones
	<p><u>Handwriting and Presentation</u></p> <p>Pupils will be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 					





Year 6

Speaking and Listening	Focus: Paired Speaking and listening	Focus: Paired Speaking and listening	Focus: Group Speaking and listening	Focus: Group Speaking and listening	Focus: Independent Speaking and listening	Focus: Independent Speaking and listening
	<ul style="list-style-type: none">▪ Pupils will be taught to:▪ listen and respond appropriately to adults and their peers▪ ask relevant questions to extend their understanding and knowledge▪ use relevant strategies to build their vocabulary▪ articulate and justify answers, arguments and opinions▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas▪ speak audibly and fluently with an increasing command of Standard English▪ participate in discussions, presentations, performances, role play/improvisations and debates▪ gain, maintain and monitor the interest of the listener(s)▪ consider and evaluate different viewpoints, attending to and building on the contributions of others▪ select and use appropriate registers for effective communication					

