

Hawkhurst CEP School

English

Writing Skills and Knowledge Progression

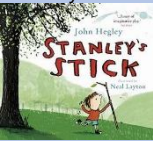


2022



Compassion

Hope

Community

End Points which show Progression of knowledge, understanding and skills in Writing							Year Group R
	T1	T2	T3	T4	T5	T6	
<p>Key TEXTS:</p> <p>Stories Poetry and rhyme Information Other texts</p> <p>Trips, Drama or Visitors that stimulate writing</p> <p>Poetry and Rhymes read daily</p>	<p>Main Texts: Traditional Tales</p> <p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>The Three Billy Goats Gruff</p>	<p>Main Texts: Stanley's Stick by Neil Layton</p>  <p>Weekly visits to our Forest School area.</p>	<p>Main Texts: Ruby's Worries by Tom Percival</p>  <p>Weekly visits to our Forest School area.</p>	<p>Main Texts: The Blue Penguin by Petr Horacek</p>  <p>Weekly visits to our Forest School area.</p>	<p>Main Texts: The Great Big Cuddle by Michael Rosen</p>  <p>Weekly visits to our Forest School area. Visits from the dentist, a police officer and the vet. Visits to the library and post office.</p>	<p>Main Texts: The Naughty Bus by Jan and Jerry Oke</p>  <p>Weekly visits to our Forest School area.</p> <p>End of Year trip to Wingham Wildlife Park</p>	
	Will be able to -	Will be able to -	Will be able to -	Will be able to -	Will be able to -	Will be able to -	
Handwriting	<p>Consolidate from Pre Schools Mark making skills using different implements.</p> <p>Introduce Sit correctly on a chair at a table.</p> <p>Introduce Learn to hold any mark making implement correctly including a pencil.</p> <p>Consolidate from Pre school Using a preferred hand for holding a pencil.</p> <p>Introduce Correct formation of Set 1 sounds from RWI scheme in the sequence they are taught.</p>	<p>Practise Sitting correctly on a chair at a table.</p> <p>Practise Hold a pencil correctly.</p> <p>Practise and assess Correct formation of Set 1 sounds from RWI scheme in the sequence they are taught.</p>	<p>Embed Holding a pencil correctly.</p> <p>Introduce Use spaces between words.</p> <p>Practise and assess Correct formation of Set 1 sounds and beginning of set 2 sounds from RWI scheme in the sequence they are taught.</p> <p>Introduce Form number from 0-9 correctly.</p>	<p>Practise and assess Correct formation of Set 1 sounds and more of set 2 sounds from RWI scheme in the sequence they are taught.</p> <p>Introduce Form capital letters and corresponding lower-case letters.</p> <p>Practise Use spaces between words.</p> <p>Practise Form number from 0-9 correctly.</p>	<p>Embed and assess Correct formation of Set 1 sounds and all of set 2 sounds from RWI scheme in the sequence they are taught.</p> <p>Practise Form capital letters and corresponding lower-case letters.</p> <p>Practise Form number from 0-9 correctly.</p> <p>Practise Use spaces between words.</p>	<p>Embed and assess Correct formation of Set 1 sounds, all of set 2 sounds and beginning of set 3 from RWI scheme in the sequence they are taught.</p> <p>Develop Use spaces between words.</p> <p>Develop Form number from 0-9 correctly.</p>	
Phonics into Spelling	Introduce Identify the initial sounds in words e.g., names and objects.	Practise and assess Spell CVC words by identifying the sounds in them and writing the	Practise and assess Spell CVC words by identifying the sounds in them and writing the	Practise and assess Spell CVC and CCVC and more of set 2	Practise and assess Spell CVC words by identifying the sounds in them and writing the	Practise and assess Spell CVC words by identifying the sounds in them and writing the	

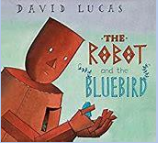
	<p>Introduce Spell CVC words by identifying the sounds in them and writing the correct letter as sets of set 1 sounds are introduced from the RWI scheme.</p> <p>Introduce Spell words with the sounds they can hear to write words matching their spoken words.</p>	<p>correct letter as set 1 sounds are introduced from the RWI scheme.</p> <p>Practise Spell words with the sounds they can hear to write words matching their spoken words.</p> <p>Practise and Develop Identify the initial sounds in words e.g., names and objects.</p>	<p>correct letter as set 1 and beginning of set 2 sounds are introduced from the RWI scheme.</p> <p>Practise Spell words with the sounds they can hear to write words matching their spoken words</p> <p>Introduce Use capital 'I' for personal pronoun.</p> <p>Introduce Spell some common irregular words as they appear in the RWI scheme.</p> <p>Embed Identify the initial sounds in words e.g., names and objects.</p>	<p>sounds are introduced from the RWI scheme.</p> <p>Practise Spell words with the sounds they can hear to write words matching their spoken words</p> <p>Practise Spell some common irregular words as they appear in the RWI scheme.</p> <p>Practise Use capital 'I' for personal pronoun</p>	<p>correct letter as set 1 and all of set 2 sounds are introduced from the RWI scheme.</p> <p>Practise Spell more common irregular words as they appear in the RWI scheme.</p> <p>Develop Spell words with the sounds they can hear to write words matching their spoken words</p> <p>Develop Use capital 'I' for personal pronoun</p>	<p>correct letter as set 1, all of set 2 and maybe beginning of set 3 sounds are introduced from the RWI scheme.</p> <p>Practise and assess Spell more common irregular words as they appear in the RWI scheme.</p> <p>Develop Spell words with the sounds they can hear to write words matching their spoken words</p> <p>Embed Use capital 'I' for personal pronoun</p>
<p>Grammar Terminology Standard English</p>	<p>Introduce Using standard English when speaking and writing.</p> <p>Introduce What is a word? What is a sentence? What is a full stop? What are spaces between words?</p>	<p>Practise Using standard English when speaking and writing.</p> <p>Introduce What is rhyming?</p> <p>Practise Write CVC words using sounds taught so far.</p>	<p>Practise Finding the rhyming in stories and poems.</p> <p>Practise Using standard English when speaking and writing.</p> <p>Practise Write CVC words using all sounds taught so far.</p> <p>Practise Writing simple rhyming words with adult modelling.</p>	<p>Practise Using standard English when speaking and writing.</p> <p>Introduce Write CVC and CCVC words.</p> <p>Develop Write cvc words with all sounds taught so far.</p> <p>Practise Writing simple rhyming words with adult modelling.</p>	<p>Practise Using standard English when speaking and writing.</p> <p>Introduce What is does a poem sound like?</p> <p>Practise Write CVC and CCVC words.</p> <p>Develop Write CVC words with all sounds taught so far.</p> <p>Practise Writing simple rhyming words with adult support.</p>	<p>Practise Using standard English when speaking and writing.</p> <p>Introduce What is a question mark?</p> <p>Develop Write CVC and CCVC words.</p> <p>Embed Write CVC words with all the sounds taught so far.</p> <p>Practise Writing simple rhyming words with adult support.</p>

<p>Sentence Building</p>	<p>Consolidate from Pre School Meanings to marks.</p> <p>Introduce Writing labels for objects with adult modelling.</p>	<p>Practise Writing labels for objects with adult modelling.</p>	<p>Introduce Writing captions for objects with adult support.</p> <p>Practise Writing labels for objects with some support.</p>	<p>Practise Writing captions for objects with adult support.</p> <p>Introduce Writing a simple phrase or sentence, using “hold a sentence” strategy from RWI, that can be read by others with adult support.</p> <p>Introduce Using capital letters for names.</p> <p>Introduce Using punctuation i.e., full stops.</p> <p>Practise Writing labels for objects with some support.</p>	<p>Practise Writing simple phrases or sentences using “hold a sentence” strategy from RWI, that can be read by others with adult support.</p> <p>Practise Using capital letters for names.</p> <p>Practise Using punctuation i.e. full stops.</p> <p>Develop Writing labels for objects with some support.</p> <p>Develop Writing captions for objects with adult support.</p>	<p>Practise Writing simple phrases or sentences using “hold a sentence” strategy from RWI, that can be read by others with some support.</p> <p>Practise Using capital letters for names.</p> <p>Practise Using punctuation i.e., full stops.</p> <p>Introduce Using question marks with adult modelling.</p> <p>Develop Writing labels for objects with some support.</p> <p>Develop Writing captions for objects with adult support.</p>
<p>Whole Text Building</p>	<p>Introduce Write a label to name something e.g., a name label for a model.</p> <p>Introduce Writing their name on all their work.</p>	<p>Practise Write a label to name something e.g., a name label for a model.</p> <p>Practise Writing their name on all their work.</p>	<p>Introduce Write a simple caption e.g., in independent writing books for picture and objects they see.</p> <p>Introduce Write a simple sentence about an experience or an idea e.g. I can play.</p> <p>Develop Writing their name on all their work.</p>	<p>Introduce Write 2 or more phrases or a simple sentence, using “hold a sentence” strategy from RWI, containing content from the story e.g., characters, describing events.</p> <p>Embed Writing their name on all their work.</p> <p>Practise Write a simple sentence about an experience or an idea e.g. I can play.</p>	<p>Introduce Write an instruction e.g., how to make a jelly.</p> <p>Practise Write 2 or more phrases or sentences, using “hold a sentence” strategy from RWI, linked to the content of the story or a theme.</p> <p>Introduce Using rhyming words in a poetry context.</p> <p>Practise Write a simple sentence about an experience or an idea e.g. I can play.</p>	<p>Practise Write an instruction e.g., a recipe for the mud kitchen.</p> <p>Practise Write 2 or more phrases or sentences linked to the content of the story or a theme e.g. characters or events.</p> <p>Practise Using rhyming words in a poetry context.</p> <p>Develop Write a simple sentence about an experience or an idea e.g. I can play.</p>

<p>Authorial Effect Vocabulary Purpose and audience Effect on the reader</p>	<p>Introduce Use a variety of vocabulary they can use in discussions about their thoughts and feelings.</p> <p>Introduce Use a variety of vocabulary in their writing and speaking.</p>	<p>Introduce Provide information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc.</p> <p>Practise Using a variety of newly introduced vocabulary in discussions about their thoughts and feelings.</p> <p>Practise Use a variety of vocabulary in their writing and speaking.</p>	<p>Practise Provide information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc.</p> <p>Practise Use a variety of vocabulary in their writing and speaking.</p> <p>Practise Using a variety of newly introduced vocabulary in discussions about their thoughts and feelings.</p>	<p>Introduce Write simple expressions and be able to give an explanation.</p> <p>Develop Use of vocabulary in their writing and speaking.</p> <p>Practise Providing information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc.</p> <p>Practise Using a variety of newly introduced vocabulary in discussions about their thoughts and feelings.</p>	<p>Practise Using expression in their writing or discussions.</p> <p>Develop Use of vocabulary in their writing and speaking.</p> <p>Practise Providing information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc.</p> <p>Develop Using a variety of newly introduced vocabulary in discussions about their thoughts and feelings.</p> <p>Practise Write simple expressions and be able to give an explanation.</p> <p>Introduce Use poetry as a form of communication.</p>	<p>Develop The use of expression in their writing and orally in discussions.</p> <p>Develop Use of vocabulary in their writing and speaking.</p> <p>Develop Providing information with a label or caption e.g. for a shop or role play area using clipboards, notepads, forms etc.</p> <p>Develop Using a variety of newly introduced vocabulary in discussions about their thoughts and feelings.</p> <p>Practise Write simple expressions and be able to give an explanation.</p>
<p>Genre</p>	<p>Narrative Character Letter writing</p>	<p>Narrative Non Fiction writing Thought bubbles and Speech marks</p>	<p>Narrative Information Text Thought bubbles and Speech marks</p>	<p>Information Text Narrative Thought bubbles and Speech marks</p>	<p>Instructions Poetry</p>	<p>Narrative Thought bubbles and Speech marks</p>
<p>Cross Curricular opportunities</p>	<p>Maths History</p>	<p>Forest School Art/DT</p>	<p>Forest School Art PHSE</p>	<p>Forest school Art Geography</p>	<p>Forest School DT – cooking</p>	<p>Forest School Geography DT</p>

End Points which show Progression of knowledge, understanding and skills in Writing

Year Group 1




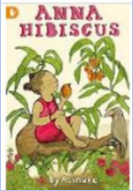
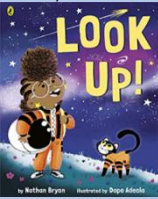
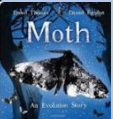
	T1	T2	T3	T4	T5	T6
<p>Key TEXTS:</p> <p>Stories Poetry and rhyme Information Other texts</p> <p>Trips, drama or visitors that inspire writing.</p> <p>Poems and rhymes are read daily.</p>	<p>Main Text: English Text: Rapunzel by Beth Woolvin (Fairy Tale Fiction)</p> 	<p>Main Text: English Text: Out and About by Shirley Hughes (Poetry)</p> 	<p>Main Text: English Text: How to Find Gold by Viviane Schwarz (Fiction)</p>  <p>Kench Hill – Outdoor experiences</p>	<p>Main Text: English Text: Beegu by Alexis Deacon (Fiction) + Information books and websites about space.</p> 	<p>Main Text: English Text: The Robot and the Bluebird by David Lucas. + Information books and websites about birds.</p> 	<p>Main Text: English Text: 10 Things I can do to help my world by Melanie Walsh (Non-Fiction) One Night, Far From Here by Julia Wauters (Non – Fiction)</p> 
	Will be able to -	Will be able to -	Will be able to -	Will be able to -	Will be able to -	Will be able to -
<p>Handwriting</p>	<p>Consolidate from Year R Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Introduce Name the letters of the alphabet in order.</p> <p>Consolidate from Year R Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Consolidate from Year R Form digits 0-9 correctly.</p> <p>Consolidate from Year R Leave spaces between words capital letters and full stops.</p>	<p>Practise Form lower-case letters in the correct direction, starting and finishing in the right place and orientating correctly on the line.</p> <p>Practise Form digits 0-9 correctly.</p> <p>Consolidate Leave spaces between words.</p> <p>Practise Name the letters of the alphabet in order.</p>	<p>Practise Form of lower-case letters in the correct direction, starting and finishing in the right place and orientating correctly on the line</p> <p>Practise Forming capital letters correctly.</p> <p>Introduce Add ascenders and descenders to lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Practise Naming the letters of the alphabet in order.</p>	<p>Practise Form capital letters correctly.</p> <p>Practise Add ascenders and descenders to lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Introduce Understand which letters belong to which handwriting families (letters that are formed in similar ways) and to practise these.</p> <p>Practise Form of digits 0-9 correctly.</p> <p>Develop Name the letters of the alphabet in order.</p>	<p>Practise Add ascenders and descenders lower-case letters in the correct direction, starting and finishing in the right place and begin to join letters to write simple words.</p> <p>Develop Form capital letters correctly.</p> <p>Develop Understand which letters belong to which handwriting families (letters that are formed in similar ways) and to practise these.</p> <p>Embed Form of digits 0-9 correctly.</p> <p>Develop Naming the letters of the alphabet in order.</p>	<p>Practise Add ascenders and descenders lower-case letters in the correct direction, starting and finishing in the right place and begin to join letters to write simple words.</p> <p>Assess Use of spaces in between words</p> <p>Embed Form capital letters correctly.</p> <p>Embed Name the letters of the alphabet in order.</p> <p>Develop Understand which letters belong to which handwriting families (letters that are formed in similar ways) and to practise these.</p>

<p>Phonics into Spelling</p>	<p>Consolidate from Year R Spelling some words containing most of the phonemes already taught through the RWI scheme (set 1 and 2)</p> <p>Consolidate from Year R Spelling common exceptions words, independently, e.g., of l the</p> <p>Consolidate from Year R Write common exceptional words, with support, e.g., we he she me be my you your</p> <p>Introduce Add the suffix 'ing'.</p> <p>Introduce Spell words ending in -y</p> <p>Introduce Apply simple spelling rules and guidance as listed in the National Curriculum English Appendix 1.</p> <p>Practise Write from memory simple sentences dictated by the teacher</p>	<p>Practise Spelling words containing each of phonemes continuing to be taught through the RWI scheme (set 1, 2 and Introduce some set 3)</p> <p>Introduce More common exceptions words and spell correctly.</p> <p>Introduce Accurately spell the days of the week.</p> <p>Practise Add the suffix 'ing'.</p> <p>Introduce Add the suffix 'ed'.</p> <p>Practise Apply simple spelling rules and guidance, as they are introduced.</p> <p>Practise Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduce Spell words with new consonants spellings wh.</p> <p>Introduce Add -s and -es in words</p>	<p>Practise and Develop Continue to spell words containing each of the phonemes as they continue to be taught through the RWI scheme (set 1, 2 and some more of set 3)</p> <p>Embed The formation of digits 0-9</p> <p>Develop learning to spell more common exceptions words, as they are introduced, correctly</p> <p>Practise Spell words with new consonants spellings wh.</p> <p>Develop Add the suffixes 'ing',</p> <p>Introduce Add the suffix 'er'.</p> <p>Practise Adding -s and -es in words</p> <p>Practise Add the suffix 'ed'</p> <p>Practise Apply simple spelling rules and guidance, as they are introduced.</p> <p>Practise and assess Writing from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Introduce Name the letters of the alphabet in order and use letter names to be able to distinguish between alternative spellings of the same sound.</p> <p>Practise Spelling words containing each of the phonemes as they are taught through the RWI scheme (set 1, 2 and some more of set 3)</p> <p>Develop Spell common exceptions words, as they are introduced.</p> <p>Assess Accurately spell the days of the week.</p> <p>Practise Spell words with new consonants spellings wh.</p> <p>Develop Add the suffixes 'ing', 'ed', 'er', 's' and 'es'.</p> <p>Embed Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduce Writing 2 syllable words including compound words</p> <p>Introduce Join words and clauses</p>	<p>Practise and Develop Spelling words containing each of phonemes continuing to be taught through the RWI scheme (set 1, 2 and some more set 3)</p> <p>Practise and assess Spelling common exceptions words, as they are introduced.</p> <p>Practise and Assess Use letter names to be able to distinguish between alternative spellings of the same sound.</p> <p>Develop and assess Spell words with new consonants spellings wh.</p> <p>Introduce To be able to add the prefix 'un' and 'est'.</p> <p>Embed and assess Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduce Spell words with new consonants spellings ph.</p> <p>Develop Add the suffixes 'ing', 'ed', 'er', 's' and 'es'.</p> <p>Embed Add the suffix 'ed'</p> <p>Practise Writing 2 syllable words</p>	<p>Embed and assess Apply simple spelling rules and guidance as listed in the National Curriculum English Appendix 1.</p> <p>Assess Spelling words containing each of phonemes continuing to be taught through the RWI scheme (set 1, 2 and all of set 3)</p> <p>Assess Name the letters of the alphabet in order</p> <p>Assess All Year 1 common exceptions words and dispel misconceptions</p> <p>Practise Use letter names to be able to distinguish between alternative spellings of the same sound.</p> <p>Develop and assess Add prefixes and suffixes: -s or -es, un-, -ing, -ed, -er and -est</p> <p>Practise and assess Apply simple spelling rules and guidance, as they are introduced.</p> <p>Develop Write 2 syllable words including compound words</p> <p>Develop Understand which letters belong to which handwriting families (letters that are formed</p>
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				using 'and' and "because" Develop Add the suffix 'ed'	including compound words Practise Join words and clauses using 'and' and "because"	in similar ways) and to practise these. Practise and assess Spell words with new consonants spellings ph. Develop and assess Join words and clauses using 'and' and "because"
Grammar	Introduce Learn the grammar for Year 1 in the National Curriculum Appendix 2. Consolidate from Year R Use of the word "word" and "sentence"	Practise Learn the grammar for Year 1, in the National Curriculum Appendix 2.	Practise Use standard English when speaking and writing Introduce Learn the grammar for Year 1 in the National Curriculum Appendix 2. Introduce Singular and plural	Practise Learn the grammar for Year 1 in the National Curriculum Appendix 2.	Practise Use standard English when speaking and writing Practise Learn the grammar for Year 1 in the National Curriculum Appendix 2.	Assess Learn the grammar for Year 1, in the National Curriculum Appendix 2.
Sentence Building	Introduce Write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Introduce Discuss what they have written with the teacher or other pupils. Consolidate from Year R Use a capital letter for the personal pronoun 'I'.	Practise Write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Practise Discuss what they have written with the teacher or other pupils. Practise Use a capital letter for the personal pronoun 'I'. Introduce Use capital letters for the days of the week. Introduce Use joining words "and" "because" in sentences. Introduce Sequence sentences to form short narratives.	Practise Write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Practise Sequence sentences to form short narratives. Practise Discuss what they have written with the teacher or other pupils. Practise Use a capital letter for names of people, the days of the week and the personal pronoun 'I'. Practise Use joining words "and" "because" in sentences. Introduce Re-read what have	Develop Write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Practise Sequence sentences to form short narratives. Develop Discuss what they have written with the teacher or other pupils. Embed Use a capital letter for names of people, the days of the week and the personal pronoun 'I'. Practise Use joining words "and" "because" in sentences.	Embed and assess Write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Practise Sequence sentences to form short narratives. Practise Re-read what have written to check that it makes sense. Embed Discuss what they have written with the teacher or other pupils. Develop and assess Use joining words and clauses using 'and' and "because".	Embed and assess Writing sentences by saying out loud what they are going to write about and composing a sentence orally before writing it. Develop Sequence sentences to form short narratives. Develop Re-read what have written to check that it makes sense. Embed Discuss what they have written with the teacher or other pupils. Assess Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.

			written to check that it makes sense.	Practise Re-read what have written to check that it makes sense.		Introduce Listen to modelling of the use of adverbs
Whole Text Building	<p>Introduce Sequence ideas from a real-life experience e.g. what did you do in the holiday.</p> <p>Introduce Write a title for a piece of work.</p> <p>Introduce Sequence ideas to form a short and simple narrative based on the story.</p>	<p>Practise Sequence ideas from a real-life experience. e.g. what can you see and smell.</p> <p>Practise Write a title for a piece of work.</p> <p>Practise Sequence ideas to form a short and simple narrative based on the story.</p>	<p>Develop and assess Sequence ideas from a real-life experience.</p> <p>Embed Writing a title for each piece of work</p> <p>Practise Sequence ideas to form a short and simple narrative based on the story</p> <p>Introduce Write for a purpose e.g. looking for gold</p>	<p>Develop Sequence ideas to form a short and simple narrative based on the story</p> <p>Practise Write for a purpose using the non-fiction genre e.g. Fact file about space.</p>	<p>Develop and assess Sequence ideas to form a short and simple narrative based on the story</p> <p>Practise and develop Writing for a purpose using the non-fiction genre e.g. a fact file about birds.</p>	<p>Practise and develop Writing for a purpose using the non-fiction genre.</p> <p>Practise Sequence ideas from a real-life experience and ideas e.g. how could you help the world?</p>
Authorial Effect	<p>Introduce Punctuate sentences using a full stop.</p>	<p>Practise Punctuate sentences using full stop.</p> <p>Introduce Punctuate with a question mark.</p> <p>Introduce Punctuate with an exclamation mark.</p>	<p>Practise and assess Punctuate sentences using a full stop, question marks and exclamation marks.</p> <p>Introduce Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Introduce Re-read what have written to check that it makes sense.</p> <p>Practise Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Embed Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Practise Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Practise Re-read what have written to check that it makes sense.</p>	<p>Assess Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Practise Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Develop Re-read what have written to check that it makes sense</p>
Genre	<p>Prediction Character descriptions Letter writing Diary entry Acting Poetry Lists (ingredients) Instructions Conscience alley/ debate Creating new characters Sequencing</p>	<p>Prediction Poetry Personal experiences Descriptive writing Rhythmic poetry (using music) Acting Explanations Poetry book making</p>	<p>Prediction Labelling maps Character descriptions Instructions Story writing – fictional writing Poetry Speech/ thought bubbles Acting Descriptive writing – (describing creature/</p>	<p>Prediction Opinions Speech/ thought bubbles Label pictures Character description Questions Poetry Sequencing Diary entry Instructions Letter Playscript</p>	<p>Prediction Explanations Acting Thought/ speech bubbles Writing in role as a character Non-fiction poster Letter Descriptive writing – (describing environment using senses)</p>	<p>Prediction Non-fiction writing / information writing Lists Shared writing Poetry Instructions Acting Conscience alley/ debate Explanation Labelling diagrams</p>

	Story writing – fictional writing		describing environment using senses) Conscience alley/ debate Non-fiction book writing Sequencing		Opinions Sequencing Fiction writing	Recount Book making
Cross Curricular opportunities	Science	Science Forest school History Art	Geography History Science	DT Computing PSHE	DT Science	PSHE Science Geography

End Points which show Progression of knowledge, understanding and skills in Writing Year Group 2						
	T1	T2	T3	T4	T5	T6
<p>Key TEXTS:</p> <p>Stories Poetry and rhyme Information Other texts</p> <p>Trips Drama Visitors</p>	<p>Main Text: The Last Wolf by Mini Grey (Narrative)</p> 	<p>Main Text: Rabbit and Bear by Julia Gough (Chapter)</p>  <p>Classic Poetry T'was the Night Before Christmas by Clement Clarke Moore Firework Night by Enid Blyton.</p>	<p>Main Text: One day on our blue planet by Ella Bailey (Non-fiction)</p> 	<p>Main Text: Anna Hibiscus by Atinuke (Chapter book)</p> 	<p>Main Text: Look up by Nathan Byron (Narrative)</p> 	<p>Main Text: Moth by Isabel Thomas Daniel Egneus (Non Fiction)</p>  <p>Poetry The Puffin Book by Julia Crebbin (Poetry 2 weeks)</p>
<p>Handwriting</p> <p>Formative assessment of handwriting is done daily</p>	<p>Will be able to -</p> <p>Consolidate from Year 1 Use ascenders and descenders correctly to form letters</p> <p>Consolidate from Year 1 Use full stops, capital letters, leaving spaces between words, size of letters and writing on a line.</p> <p>Introduce Use Letter-join (Easy letters) to form letters correctly in cursive.</p>	<p>Will be able to -</p> <p>Introduce Use Letter-join (Hard letters) to form letters in cursive using CVC words.</p> <p>Develop and assess Use full stops, capital letters, leaving spaces between words, size of letters and writing on a line.</p> <p>Introduce Learn how to use the singular possessive apostrophe.</p>	<p>Will be able to -</p> <p>Introduce Use Letter-join to form letters in cursive using CVC, CCVCC, CVCC etc.</p> <p>Practise Learn how to use the singular possessive apostrophe.</p> <p>Develop Use full stops, capital letters, leaving spaces between words, size of letters and writing on a line.</p>	<p>Will be able to -</p> <p>Practise and assess Use Letter-join to form letters in cursive using CVC, CCVCC, CVCC etc.</p> <p>Practise Learn how to use the singular possessive apostrophe.</p> <p>Develop and assess Use full stops, capital letters, leaving spaces between words, size of letters and writing on a line.</p>	<p>Will be able to -</p> <p>Practise Using Letter-join to form letters in cursive using CVC, CCVCC, CVCC etc.</p> <p>Introduce Write sentences dictated by a teacher spelling words, forming letters and use punctuation correctly.</p> <p>Develop Learn how to use the singular possessive apostrophe.</p>	<p>Will be able to -</p> <p>Develop and assess Using Letter-join to form letters in cursive using CVC, CCVCC, CVCC etc.</p> <p>Practise and assess Write sentences dictated by a teacher spelling words, forming letters and use punctuation correctly.</p> <p>Embed Learn how to use the singular possessive apostrophe.</p>

<p>Phonics into Spelling</p> <p>As each concept of spelling is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 1.</p>	<p>Consolidate from Year 1 and assess Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling some correctly.</p> <p>Consolidate from Year 1 Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 1 including days of the week, and apply -ed, -er, -ing correctly.</p> <p>Introduce Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 – including -dge, ge, g, s spelled as c, i, e and y and kn, gn and wr words and CE words e.g. poor, floor, find, kind, children, even, old, told, every, Christmas any, many, steak, break</p> <p>Introduce, revise and assess Have spelling tests from Spelling Shed weekly</p>	<p>Practise and assess Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling many correctly.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2. including -le, el, al, -y, -es and CE words beautiful, fast, past, bath, path, would, could, who, whole, water, half, parents (all CE words to be taught by end of term 2)</p> <p>Introduce Learn to spell an increasing number of words with contracted forms.</p> <p>Practise, revise and assess Have spelling from Spelling Shed weekly.</p>	<p>Practise and assess Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling most correctly.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 including -ed or -er with words ending in y, -ing, -er with words ending in e, adding -ing and -ed</p> <p>Introduce Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Practise Learn to spell an increasing number of words with contracted forms.</p> <p>Practise, revise and assess Have spelling from Spelling Shed weekly including CE words.</p> <p>Reintroduce Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</p>	<p>Practise and assess Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling most correctly.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 including u spelled o, -ee spelled -ey, words with the spelling a after w and gu, -er spelled with o, or, ar z sounds spelled s</p> <p>Practise and assess Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Practise Learn to spell an increasing number of words with contracted forms.</p> <p>Practise, revise and assess Have spelling from Spelling Shed weekly including CE words.</p> <p>Practise Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each</p>	<p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 including suffixes -ment and -ness, words ending in -tion and suffixes -ful and -less.</p> <p>Develop Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling most correctly.</p> <p>Practise Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Develop Learn to spell an increasing number of words with contracted forms.</p> <p>Practise, revise and assess Have spelling from Spelling Shed weekly including CE words.</p> <p>Practise Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each</p>	<p>Embed and Assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 including compound words.</p> <p>Develop and Embed Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling most correctly.</p> <p>Develop and assess Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Develop Learn to spell an increasing number of words with contracted forms.</p> <p>Practise, revise and assess Have spelling from Spelling Shed weekly including CE words.</p> <p>Practise Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p>
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			exception words and punctuation taught so far	spelling, including a few common homophones.	spelling, including a few common homophones.	
Grammar As each concept of grammar is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 1.	Consolidate from Year 1 Understanding of the concepts of grammar set out in the National Curriculum English Appendix 2 for Year 1 Introduce Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 - past and present and, or, but Nouns	Practise and assess Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 - Adjectives, past, present and progressive	Practise Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 Practise Using standard English when speaking and writing	Practise and assess Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 - Adverbs Practise Using standard English when speaking and writing	Practise Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 - Develop Using standard English when speaking and writing	Embed and assess Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2 - Extending adverbs Develop Using standard English when speaking and writing
Sentence Building As each concept of sentence building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 1.	Consolidate from Year 1 Writing for a purpose by writing narratives about personal experiences and those of others (real and fictional), real events or poetry. Consolidate from Year 1 Discuss and consider what they are writing by planning or saying out loud what they will write about. Consolidate from Year 1 Writing down ideas and/or key words, including new vocabulary. Introduce Rehearse what they want to say, sentence by sentence. Introduce Writing sentences with	Introduce and assess Writing sentences, using because, when and if. Introduce Writing lists within sentences. Practise and assess Writing sentences with and, but and or. Practise Rehearse what they want to say, sentence by sentence. Practise Writing down ideas and/or key words, including new vocabulary. Introduce Write sentences in different forms e.g. statement, command, exclamation and questions.	Practise Write sentences in different forms e.g. statement, command, exclamation and questions. Practise Rehearsing what they want to say, sentence by sentence. Practise Writing sentences, using because, when and if. Practise Writing lists within sentences. Practise Writing down ideas and/or key words, including new vocabulary. Embed and assess Writing sentences with and, but and or.	Develop and assess Write sentences in different forms e.g. statement, command, exclamation and questions. Practise Rehearsing what they want to say, sentence by sentence. Practise and assess Writing sentences, using because, when and if. Develop Writing lists within sentences. Develop Writing down ideas and/or key words, including new vocabulary. Introduce Write using paragraphs.	Develop Writing sentences, using because, when and if. Embed Writing lists within sentences. Embed Writing down ideas and/or key words, including new vocabulary. Embed Rehearsing what they want to say, sentence by sentence. Practise In non-narrative material, use headings and sub-headings. Develop Write sentences in different forms e.g. statement, command, exclamation and questions. Develop Write using paragraphs.	Embed and assess Writing sentences, using because, when and if Develop In non-narrative material, use headings and sub-headings. Introduce Look at different styles of poem.- sound, rhyming couplets and explore writing some with adult support. Develop and assess Write sentences in different forms e.g. statement, command, exclamation and questions. Develop Write using paragraphs. Embed Apostrophe for singular possession and contractions.

	and, but and or.	<p>Introduce Apostrophe for singular possession and contractions.</p> <p>Introduce Different styles of poem.- Kenning, acrostic and shape and explore writing some with adult support.</p> <p>Introduce Evaluate and edit their own spelling and simple punctuation with an adult and peers.</p>	<p>Introduce In non-narrative material, use headings and sub-headings.</p> <p>Practise Evaluate and edit their own sentences with an adult and peers.</p> <p>Practise Apostrophe for singular possession and contractions.</p>	<p>Practise and assess Apostrophe for singular possession and contractions.</p> <p>Practise and assess In non-narrative material, use headings and sub-headings.</p> <p>Practise Evaluate and edit their own sentences with an adult and peers.</p>	<p>Practise Write using paragraphs.</p> <p>Develop Apostrophe for singular possession and contractions.</p> <p>Develop Evaluate and edit their own sentences with an adult and peers.</p>	<p>Embed Evaluate and edit their own sentences with an adult and peers.</p>
<p>Whole Text Building</p> <p>As each concept of whole text building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 1.</p>	<p>Consolidate from Year 1 Sequencing sentences and ideas to form a simple, narrative which makes sense including stories and real-life events.</p> <p>Consolidate from Year 1 Writing for a purpose e.g. a fact file and a letter</p> <p>Introduce Writing about characters and settings</p>	<p>Practise and assess Sequencing sentences and ideas to form a simple, narrative which makes sense e.g. stories and real-life events.</p> <p>Introduce Use a scaffold to write poems in different ways, using other poems as models.</p> <p>Introduce Making notes to use in writing</p> <p>Introduce Scanning text for information.</p> <p>Practise Writing about characters and settings</p>	<p>Introduce Write information using a title and subheadings for different sections.</p> <p>Develop Writing for a purpose to give explanations and information.</p> <p>Practise and assess Writing for a purpose e.g. a leaflet, a fact file and a letter</p> <p>Practise Making notes to use in writing</p> <p>Practise Scanning text for information.</p> <p>Practise Writing about characters and settings.</p>	<p>Develop and assess Sequencing sentences and ideas to form a narrative which makes sense.</p> <p>Practise Writing about characters and settings</p> <p>Introduce Writing a script using a framework modelled by the teacher.</p> <p>Introduce Writing persuasively to an audience, including reading leaflets and looking at posters to support your ideas.</p> <p>Practise Writing poems using other poems as models</p> <p>Practise Making notes to use in writing.</p> <p>Practise Scanning text for information.</p>	<p>Develop and assess Sequencing sentences and ideas to form a non-fiction piece of writing e.g. a newspaper article or biography which makes sense.</p> <p>Introduce Write instructions for others to follow using direct language and adverbs/ adjectives to give important information.</p> <p>Develop and assess Writing letters formal and informal. Understand the difference in the language used in both.</p> <p>Develop Making notes to use in writing.</p> <p>Develop Scanning text for information.</p> <p>Develop and assess Writing about characters</p>	<p>Practise Use a scaffold to write poems in different ways, using other poems as models.</p> <p>Develop and assess Writing for a purpose to give explanations and information.</p> <p>Practise Writing persuasively to an audience, including reading leaflets and looking at posters to support your ideas.</p> <p>Introduce Think about what you want to find out before investigating</p> <p>Develop Making notes to use in writing</p> <p>Develop Scanning text for information.</p>

				<p>Practise Writing about characters and settings.</p> <p>Practise and assess Write information using a title and subheadings for different sections.</p>	<p>and settings.</p> <p>Practise Write information using a title and subheadings for different sections.</p> <p>Practise Writing persuasively to an audience, including reading leaflets and looking at posters to support your ideas.</p>	<p>Embed and assess Writing about characters and settings</p> <p>Embed and assess Write information using a title and subheadings for different sections.</p> <p>Practise Write instructions for others to follow using direct language and adverbs/ adjectives to give important information.</p>
<p>Authorial Effect</p> <p>As each concept of authorial effect is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 1.</p>	<p>Consolidate from Year 1 Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks.</p> <p>Consolidate from Year 1 Reading aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Introduce Read aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Introduce Choose vocabulary appropriate to the purpose their writing.</p>	<p>Introduce Use vocabulary to enhance their writing for the reader, including in non-rhyming poems.</p> <p>Practise and assess Reading aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Introduce Thinking about who the audience will be that they are writing for.</p> <p>Practise and assess Choosing vocabulary appropriate to the purpose their writing.</p>	<p>Practise Using appropriate vocabulary to enhance their writing for the reader.</p> <p>Practise Reading aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Practise Thinking about who the audience will be that they are writing for.</p> <p>Practise Choosing vocabulary appropriate to the purpose their writing</p> <p>Introduce Use expanded noun phrases to add details for the reader.</p>	<p>Develop and assess Reading aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Practise Using appropriate vocabulary to enhance their writing for the reader.</p> <p>Practise Thinking about who the audience will be that they are writing for.</p> <p>Develop and assess Choosing vocabulary appropriate to the purpose their writing.</p> <p>Practise Use expanded noun phrases to add details for the reader.</p>	<p>Develop Reading aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Develop Using appropriate vocabulary to enhance their writing for the reader.</p> <p>Develop Thinking about who the audience will be that they are writing for.</p> <p>Develop Choosing vocabulary appropriate to the purpose their writing</p> <p>Develop Use expanded noun phrases to add details for the reader.</p>	<p>Embed and assess Using vocabulary to enhance their writing for the reader, including in non-rhyming poems.</p> <p>Embed Using subheadings to organise information.</p> <p>Embed and assess Read aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Develop Thinking about who the audience will be that they are writing for.</p> <p>Develop and assess Choosing vocabulary appropriate to the purpose their writing</p> <p>Embed and assess Use expanded noun phrases to add details for the reader.</p>
Genre	Story Fact File -Non chronological report	Story Persuasive letter Poetry	Story Setting description Character description	Story writing Informal letter Free verse poetry	Newspaper Biography Formal letter	Instructions Explanation Non-fiction – Info.

	Poetry (free verse) Debate Persuasive Leaflet Informal letter Personal experience Diary	Instructions Information Personal experience recount	Information Explanation	Information text Play script Explanation Debate	Instructions Diary Story Persuasive letter	Persuasive poster
Cross Curricular opportunities	Science and habitats	Science habitats	Geography Continents and oceans	Geography Hot and cold places	History Significant people	Science Plants Animals Inc. humans

End Points which show Progression of knowledge, understanding and skills in Writing Year Group 3						
	T1	T2	T3	T4	T5	T6
Key TEXTS: Trips Drama Visitors	Main Text: BFG by Roald Dahl George's Marvellous Medicine by Roald Dahl  Other Texts: Biography of Roald Dahl	Main Text: Stone Age Boy by Satoshi Kitamura  Other Texts: How to wash a woolly mammoth by Michelle Robinson and Kate Hindley Skara Brae report	Main Text: The Pied Piper of Hamelin by Michael Morpurgo/ Poem by Robert Browning  Other Texts: Aladdin – traditional tale	Main Text: Cinderella of the Nile by Beverley Naidoo  Other Text: Ancient Egypt – NCR Plants – pollination process	Main Text: Mousehole Cat by Antonia Barber  Other Text: Journey by Aaron Becker Animals - report	Main Text: Firework-Maker's daughter by Phillip Pullman  Other Text: Mulan by Michaela Morgan Quest by Aaron Becker
Handwriting	Will be able to - Consolidate from Year 2 Write dictation from an adult, using correctly formed letters and appropriately sized letters in sentences. Consolidate from Year 2 Use Letter-join to form letters in cursive using ccvcc, cvcc etc. ensuring that ascenders and descenders are parallel	Will be able to - Introduce and assess Improve the legibility, consistency and quality of their handwriting e.g. that lines of writing are spaced sufficiently. Practise Understand which letters, when adjacent to one another, are best left unjoined. Practise Using Letter-join to form letters ensuring that ascenders and descenders are parallel.	Will be able to - Practise and assess Improve the legibility, consistency and quality of their handwriting e.g. that lines of writing are spaced sufficiently. Practise Understand which letters, when adjacent to one another, are best left unjoined. Practise Using Letter-join to form letters ensuring that ascenders and descenders are parallel.	Will be able to - Practise and assess Improve the legibility, consistency and quality of their handwriting. Develop Understand which letters, when adjacent to one another, are best left unjoined. Develop Using Letter-join to form letters ensuring that ascenders and descenders are parallel.	Will be able to - Develop and assess Improve the legibility, consistency and quality of their handwriting. Develop Understand which letters, when adjacent to one another, are best left unjoined. Develop Using Letter-join to form letters ensuring that ascenders and descenders are parallel.	Will be able to - Develop and assess Improve the legibility, consistency and quality of their handwriting. Embed Understand which letters, when adjacent to one another, are best left unjoined. Embed Using Letter-join to form letters ensuring that ascenders and descenders are parallel.

	<p>Consolidate from Year 2 Use Lower case letters are distinct from capital letters.</p> <p>Introduce Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Introduce Daily handwriting practice to achieve even sized lettering</p>	<p>Practise Daily handwriting practice to achieve even sized lettering</p>	<p>Practise Daily handwriting practice to achieve even sized lettering</p>	<p>Develop Daily handwriting practice to achieve even sized lettering</p>	<p>Develop Daily handwriting practice to achieve even sized lettering</p>	<p>Embed Daily handwriting practice to achieve even sized lettering</p>
<p>Phonics into Spelling</p> <p>As each concept of spelling is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 2.</p> <p>Assessments are continuous for every term for each concept introduced.</p>	<p>Consolidate from Year 2 Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 2 including compound words.</p> <p>Introduce Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3.</p> <p>Consolidate from Year 2 Spell by segmenting phonemes and representing these by graphemes taught so far in RWI (sets 1 to 3) spelling many correctly.</p> <p>Consolidate from Year 2 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</p>	<p>Develop Use segmenting skills for segmenting words for spelling</p> <p>Introduce Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Introduce Use more prefixes including is, mis and un, and use more suffixes e.g. -tious and -ation and use conjunctions coordinating conjunctions e.g. and.</p> <p>Introduce Use irregular past tense words where the root</p>	<p>Practise Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Practise Use homophones and near-homophones.</p> <p>Introduce and assess Spell some common exception words for Year 3.</p> <p>Consolidate from Year 2 Use an apostrophe for possession. Singular.</p> <p>Introduce Use subordinating clauses.</p>	<p>Develop and assess Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Practise and assess Spell further common exception words for Year 3</p> <p>Practise and Introduce Use the apostrophe for possession. Plurals and irregular plurals.</p> <p>Introduce Re- dis- and mis- prefix</p> <p>Practise and assess Use the subordinating clauses at the beginning</p>	<p>Develop Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Practise Use contractions of relevant words e.g. they're, you'll, couldn't, wouldn't</p> <p>Practise and assess Spell many common exception words for Year 3</p> <p>Practise and assess Use the subordinating clauses at the beginning of a complex sentence independently</p>	<p>Embed and assess Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p> <p>Practise and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Practise and assess Spell most common exception words for Year 3</p> <p>Practise and assess Use the subordinating clauses at the beginning of a complex sentence independently</p>

	<p>exception words and punctuation taught so far.</p> <p>Introduce Use the first two or three letters of a word to check its spelling in a dictionary and use thesauri.</p> <p>Consolidate from Year 2 Add suffixes to words beginning with vowels and with more than one syllable. e.g past tense -ed and introduce -ly</p>	<p>word changes e.g. swim, swam and introduce -ous and -tion/-ation and un-prefix</p> <p>Practise Add suffixes to words beginning with vowels and with more than one syllable including -ly suffix</p>	<p>Use variant 'shun' suffixes, e.g. sion, cian Introduce – ment Introduce in and im prefix</p> <p>Practise Add suffixes to words beginning with vowels and with more than one syllable. -ous and -tion/-ation and un-prefix</p>	<p>of a complex sentence independently suffixes, e.g. sion, cian Introduce – ment Introduce in and im prefix</p>		
<p>Grammar</p> <p>As each concept of grammar is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 2.</p> <p>Assessments are continuous for every term for each concept introduced.</p>	<p>Consolidate from Year 2 Concepts of grammar set out in the National Curriculum English Appendix 2 for Year 2</p> <p>Introduce Extending adverbs and expanded noun phrases</p> <p>Consolidate from Year 2 Using standard English when speaking and writing</p> <p>Consolidate from Year 2 Indicate possession by using the possessive apostrophe for plural nouns.</p> <p>Introduce Use fronted adverbials (manner)</p> <p>Introduce Use commas after</p>	<p>Introduce Use the present perfect form of verbs in contrast to the past tense.</p> <p>Introduce Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Introduce Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Introduce Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Introduce Use vocabulary including - subordinate clause, prefix, preposition, conjunctions, direct</p>	<p>Practise Using standard English when speaking and writing</p> <p>Practise and assess Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Practise Use fronted adverbials and using a comma after them</p> <p>Practise Use and punctuate direct speech.</p> <p>Practise Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Practise Choose nouns or pronouns appropriately</p>	<p>Develop Using standard English when speaking and writing</p> <p>Practise and assess Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Practise Use fronted adverbials and using a comma after them</p> <p>Practise Use and punctuate direct speech.</p> <p>Practise Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Practise Choose nouns or pronouns appropriately</p>	<p>Develop Using standard English when speaking and writing</p> <p>Develop and assess Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Develop Use fronted adverbials and using a comma after them</p> <p>Develop Use and punctuate direct speech.</p> <p>Develop Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Develop Choose nouns or pronouns appropriately</p>	<p>Embed Using standard English, used in Year 3, when speaking and writing</p> <p>Embed and assess Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Embed Use fronted adverbials and using a comma after them</p> <p>Embed Use and punctuate direct speech.</p> <p>Embed Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Embed Choose nouns or pronouns appropriately</p>

	fronted adverbials.	speech. Use fronted adverbials (time) Introduce Use and punctuate direct speech. Practise Use fronted adverbials and using a comma after them	for clarity and cohesion and to avoid repetition. Introduce Use subordinate clause at front of sentence, Use fronted adverbials (place)	for clarity and cohesion and to avoid repetition. Practise Use subordinate clause at front of sentence, Use fronted adverbials (place) Introduce Use reported speech in non-chronological report writing.	for clarity and cohesion and to avoid repetition independently.	for clarity and cohesion and to avoid repetition.
<p>Sentence Building</p> <p>As each concept of sentence building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 2.</p> <p>Assessments are continuous for every term for each concept introduced.</p>	<p>Consolidate from Year 2 Writing sentences, using because, when and if</p> <p>Consolidate from Year 2 Writing down ideas and/or key words, including new vocabulary.</p> <p>Consolidate from Year 2 Rehearsing what they want to say, sentence by sentence.</p> <p>Consolidate from Year 2 In narratives, creating settings, characters and plot.</p> <p>Consolidate from Year 2 In non-narrative material, using headings and sub-headings.</p> <p>Consolidate from Year 2 Writing questions.</p>	<p>Introduce Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures as detailed in the National Curriculum English Appendix 2.</p> <p>Practise In narratives, creating settings, characters and plot.</p> <p>Introduce Looking at poem structure and features</p> <p>Introduce Different sentence type and identify the difference between them e.g. commands, questions and exclamations</p> <p>Introduce Use subordinating sentences.</p> <p>Practise Uses the adult model of</p>	<p>Practise Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures as detailed in the National Curriculum English Appendix 2.</p> <p>Practise Looking at poem structure and features</p> <p>Practise Different sentence type and identify the difference between them e.g. commands, questions and exclamations.</p> <p>Practise Write a variation of coordinating clauses.</p> <p>Practise Uses the adult model of fronted adverbials.</p> <p>Practise Continue to use the correct the tense e.g. simple past, present</p>	<p>Practise Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures as detailed in the National Curriculum English Appendix 2.</p> <p>Practise Different sentence type and identify the difference between them e.g. commands, questions and exclamations</p> <p>Practise Use subordinating sentences.</p> <p>Practise Write a variation of coordinating clauses.</p> <p>Develop Begin to use fronted adverbials with some support.</p> <p>Develop Continue to use the correct the tense e.g. simple past, present</p>	<p>Develop Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures as detailed in the National Curriculum English Appendix 2.</p> <p>Develop Different sentence type and identify the difference between them e.g. commands, questions and exclamations, independently.</p> <p>Develop Use subordinating sentences.</p> <p>Develop Write a variation of coordinating clauses.</p> <p>Develop Continue to use the adult fronted adverbials with some support.</p> <p>Develop Continue to use the</p>	<p>Embed Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures as detailed in the National Curriculum English Appendix 2</p> <p>Embed Different sentence type and identify the difference between them e.g. commands, questions and exclamations, independently</p> <p>Embed Use subordinating sentences.</p> <p>Embed Write a variation of coordinating clauses</p> <p>Introduce Continue to use fronted adverbials sometimes independently.</p> <p>Embed Continue to use the</p>

	<p>Consolidate from Year 2 Use of punctuation including question marks, commas in lists, exclamation marks, apostrophes and speech marks.</p> <p>Consolidate from Year 2 Continue to use the correct the tense e.g. simple past, present tense and progressive tense.</p> <p>Introduce Write a variation of coordinating clauses.</p> <p>Introduce Uses the adult model of fronted adverbials.</p>	<p>fronted adverbials.</p> <p>Introduce Uses the adult model of including dialogue in narratives.</p> <p>Introduce Use commas between clauses</p> <p>Practise Using inverted commas for dialogue</p> <p>Introduce Use apostrophe for regular plurals.</p> <p>Practise Write a variation of coordinating clauses.</p> <p>Practise Continue to use the correct the tense e.g. simple past, present tense and progressive tense.</p>	<p>tense and progressive tense.</p> <p>Practise Use commas between clauses.</p> <p>Practise Using inverted commas for dialogue.</p> <p>Practise Use apostrophe for regular plurals.</p> <p>Practise Use subordinating sentences.</p>	<p>tense and progressive tense.</p> <p>Practise Use commas between clauses.</p> <p>Develop Using inverted commas for dialogue with some support.</p> <p>Develop Use apostrophe for regular plurals with some support.</p>	<p>correct the tense e.g. simple past, present tense and progressive tense.</p> <p>Develop Use commas between clauses.</p> <p>Develop Using inverted commas for dialogue independently.</p> <p>Develop Use apostrophe for regular plurals independently.</p>	<p>correct the tense e.g. simple past, present tense and progressive tense.</p> <p>Embed Use commas between clauses.</p> <p>Develop Using inverted commas for dialogue independently.</p> <p>Develop Use apostrophe for regular plurals independently.</p>
<p>Whole Text Building</p> <p>As each concept of whole text building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 2.</p> <p>Assessments are continuous for every term for each concept introduced.</p>	<p>Consolidate from Year 2 Writing for a purpose to give explanations and information.</p> <p>Consolidate from Year 2 Organising paragraphs around a theme.</p> <p>Consolidate from Year 2 Writing persuasively to an audience, including reading leaflets and looking at posters to support your ideas.</p>	<p>Consolidate from Year 2 Using a scaffold to write poems in different ways, using other poems as models.</p> <p>Practise Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Practise Assess the effectiveness</p>	<p>Introduce Use the framework of a newspaper to influence writing an article.</p> <p>Practise Using a scaffold to write poems in different ways, using other poems as models.</p> <p>Practise Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p>	<p>Practise Using the framework of a newspaper to influence writing an article.</p> <p>Practise Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Develop Assess the effectiveness of their own and others' writing and suggesting</p>	<p>Develop Using a scaffold to write poems in different ways, using other poems as models.</p> <p>Practise Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Develop Assess the effectiveness of their own and others'</p>	<p>Practise Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Embed Assess the effectiveness of their own and others' writing and suggesting improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Embed In story-writing create</p>

	<p>Consolidate from Year 2 Think about what you want to find out before investigating</p> <p>Consolidate from Year 2 Making notes to use in writing</p> <p>Consolidate from Year 2 Scanning text for information.</p> <p>Consolidate from Year 2 Writing about characters and settings</p> <p>Consolidate from Year 2 Write information using a title and subheadings for different sections.</p> <p>Continue to Practise Write instructions for others to follow using direct language and adverbs/ adjectives to give important information.</p> <p>Introduce Using and discussing pieces of work to influence what they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Introduce Assess the effectiveness of their own and others' writing and suggesting</p>	<p>of their own and others' writing and suggesting improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Introduce In story-writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Introduce Use adult model to begin to organise paragraphs, as a way to group related material when writing a report</p> <p>Introduce Begin to recognise and use some features of the chosen genre for this term looking at historical narratives.</p> <p>Introduce Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p>	<p>grammar.</p> <p>Practise Assess the effectiveness of their own and others' writing and suggesting improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Introduce In story-writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Practise Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Practise Use adult model to begin to organise paragraphs, as a way to group related material in a newspaper report.</p> <p>Practise Recognise and use some features of the chosen genre. This term will be European Traditional tales/poetry</p>	<p>improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Develop In story-writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Develop Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Develop Begin to organise paragraphs, as a way to group related material with some support.</p> <p>Develop Recognise and use some features of the chosen genre. This term will be Mediterranean traditional tales</p>	<p>writing and suggesting improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Develop In story-writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Develop Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Develop Begin to organise paragraphs, as a way to group related material in a non-chronological report, independently</p> <p>Develop Recognise and use some features of the chosen genre. This term will be suspense.</p>	<p>settings, characters and plot, using a shared text to gather ideas</p> <p>Embed Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Embed Organise paragraphs, as a way to group related material in a balanced argument</p> <p>Embed Recognise and use some features of the chosen genre. This term will be adventure stories.</p>
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	<p>improvements for its consistency, grammar and vocabulary including the use of pronouns.</p> <p>Introduce Use adult model to begin to organise paragraphs, as a way to group related material when looking at a biography</p> <p>Introduce Begin to recognise and use some features of the chosen genre. This term looking at standard narrative text.</p>					
<p>Authorial Effect</p> <p>As each concept of authorial effect is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 2.</p>	<p>Consolidate from Year 2 Using subheadings to organise information. Consolidate from Year 2 Read aloud what they have written, with appropriate intonation to make the meaning clear.</p> <p>Consolidate from Year 2 Thinking about who the audience will be that they are writing for.</p> <p>Introduce Use vocabulary which has an effect on the reader e.g. descriptive and exciting adjectives. Foundations for the year</p>	<p>Practise Discuss the purpose of the writing and who the audience are.</p> <p>Introduce Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Practise Use vocabulary which has an effect on the reader e.g. historical specific to text including Archaeologist, cave painting, civilization</p> <p>Introduce Experiment with words in different kinds of poems and talk about what they like.</p> <p>Introduce Use vocabulary and phrasing of books read aloud or independently in discussion with</p>	<p>Practise Use vocabulary which has an effect on the reader e.g. repetition and rhyming</p> <p>Practise Discuss the purpose of the writing, the sound of the sentences and who the audience are.</p> <p>Practise Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Practise Experiment with words in different kinds of poems and talk about what they like.</p> <p>Practise Use vocabulary and phrasing of books read aloud or independently in discussion with others, assess the effectiveness of their</p>	<p>Develop Use vocabulary which has an effect on the reader e.g. fairy tale language and story openings</p> <p>Develop Discuss the purpose of the writing, the sound of the sentences and who the audience are.</p> <p>Practise Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Practise Use vocabulary and phrasing of books read aloud or independently in discussion with others, assess the effectiveness of their</p>	<p>Develop Use vocabulary which has an effect on the reader e.g., to frighten and building suspense</p> <p>Develop Discuss the purpose of the writing, the sound of the sentences and who the audience are.</p> <p>Develop Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Develop Experiment with words in different kinds of poems and talk about what they like.</p> <p>Develop Use vocabulary and phrasing of books read aloud or independently in discussion with others, assess the effectiveness of their</p>	<p>Embed Use vocabulary which has an effect on the reader e.g. adventure and descriptive setting. This is the culmination of all the vocabulary that has been introduced throughout the year.</p> <p>Embed Discuss the purpose of the writing, the sound of the sentences and who the audience are.</p> <p>Embed Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Embed Use vocabulary and phrasing of books read aloud or independently in discussion with others, assess the effectiveness of their own writing for the audience.</p>

		others, assess the effectiveness of their own writing for the audience. Consolidate from Year 2 Using vocabulary to enhance their writing for the reader, including in non-rhyming poems	own writing for the audience. Introduce Use phrasing, vocabulary and speech to write a play script		own writing for the audience.	Practise Use phrasing, vocabulary and speech to write a play script.
Genre	Setting description Narrative opening Narrative build up Character description Instructions Narrative Alternate ending Biography	Setting description Narrative opening Innovated adventure story Non-chronological report Persuasive advert Instructions Acrostic poem	Persuasive letter Newspaper article Narrative poem Innovated short story Setting description Playscript	Character description Diary entry Recount Innovated fairy tale Non-chronological report explanation	Setting description Innovated song/poem Innovated short story suspense Non-chronological report Book review Alternate ending	Informal letter Diary entry Balanced argument Innovated adventure story Explanation Persuasive letter Playscript
Cross Curricular opportunities	Geography Science	History Science Art and DT	Geography Science Art and DT	History Science Art and DT	History Geography Science	Geography History

End Points which show Progression of knowledge, understanding and skills in Writing Year Group 4						
	T1	T2	T3	T4	T5	T6
Key TEXTS: Trips Drama Visitors	Main Text: The King Who Banned the Dark by Emily Booth 	Main Text: Pugs of the Frozen North by Philip Reeve 	Main Text: Werewolf Club Rules by Joseph Coelho Wolves by Emily Gravett 	Main Text: The Great Kapok Tree by Lynne Cherry 	Main Texts: Princess and the Pea variations by Hans Christian Anderson, Lauren Child and Rachel Isadora Mini Grey 	Main Text: Arthur and the Golden Rope by Joe Todd Stanton 
Handwriting	Will be able to - Consolidate from Year 3 Improving the legibility, consistency and quality of their handwriting.	Will be able to - Introduce Build stamina and fluency to handwrite longer pieces. Develop Improving the legibility, consistency and quality	Will be able to - Practise Build stamina and fluency to handwrite longer pieces. Develop Improving the legibility, consistency and quality	Will be able to - Practise Build stamina and fluency to handwrite longer pieces. Embed Improving the legibility, consistency and quality	Will be able to - Develop Build stamina and fluency to handwrite longer pieces. Embed Improving the legibility, consistency and quality	Will be able to - Embed and assess All children using handwriting pens in English, History, Geography, RE and Science books.

	<p>Consolidate from Year 3 Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Consolidate from Year 3 Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Consolidate from Year 3 Check that lines are spaced sufficiently so that descenders and ascenders do not touch.</p> <p>Introduce Introduce ink pen for children with legible handwriting.</p> <p>Introduce Handwriting lesson to improve letter formation and presentation.</p>	<p>of their handwriting.</p> <p>Embed and assess Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Embed Check that lines are spaced sufficiently so that descenders and ascenders do not touch.</p> <p>Introduce Introduce ink pen for children with legible handwriting.</p> <p>Practise Handwriting lesson to improve letter formation and presentation.</p>	<p>of their handwriting.</p> <p>Introduce Introduce ink pen for children with legible handwriting.</p> <p>Practise Handwriting lesson to improve letter formation and presentation.</p>	<p>of their handwriting.</p> <p>Introduce Introduce ink pen for children with legible handwriting.</p> <p>Practise Handwriting lesson to improve letter formation and presentation.</p>	<p>of their handwriting.</p> <p>Introduce Introduce ink pen for children with legible handwriting.</p> <p>Develop Handwriting lesson to improve letter formation and presentation.</p>	<p>Develop Build stamina and fluency to handwrite longer pieces.</p> <p>Embed Handwriting lesson to improve letter formation and presentation.</p>
<p>Phonics into Spelling</p> <p>As each concept of spelling is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 3.</p>	<p>Consolidate from Year 3 Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 3</p> <p>Consolidate from Year 3 Spell common exception words for Year 3</p> <p>Introduce and assess Spell common exception words for Year 4</p>	<p>Practise and assess Spell common exception words for Year 4</p> <p>Practise Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4</p> <p>Introduce, practise and assess Learn spellings with suffixes -ly, -ion, -ous, and sh phoneme spelt ch and other tricky words that cannot be grouped.</p>	<p>Practise and assess Spell common exception words for Year 4. Assessed in a long write task.</p> <p>Practise Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4. Assessed in a long write task.</p> <p>Introduce, practise and assess Learn spellings suffix -ous, -ion, and o phoneme au, ee</p>	<p>Practise and assess Spell common exception words for Year 4</p> <p>Practise Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4</p> <p>Introduce, practise and assess Learn spellings of homophones, suffix -cian, -ly, s phoneme soft c, sol and real word families and challenge words</p>	<p>Develop and assess Spell common exception words for Year 4</p> <p>Develop Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4</p> <p>Introduce, practise and assess Learn spellings -phon, -sign word families, prefixes super, auto, anti and bi, possessive plurals and challenge words</p>	<p>Embed and assess Spell common exception words for Year 4. Assessed in a long write task.</p> <p>Embed and assess Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4. Assessed in a long write task.</p> <p>Practise and assess Revise all spelling rules taught so far</p>

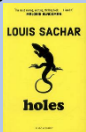
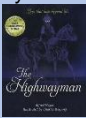


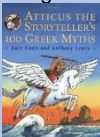

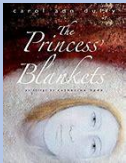

	<p>Introduce Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4</p> <p>Introduce, practise and assess Learn the spellings of homophones and words with prefixes -in,-il, -ir, -sub, inter and suffix ation and other tricky words that cannot be grouped</p>		phoneme i and challenge words.	words		
<p>Grammar</p> <p>As each concept of grammar is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 3.</p>	<p>Consolidate from Year 3 Using standard English, used in Year 3, when speaking and writing</p> <p>Consolidate from Year 3 Learn the grammar for Year 3 as detailed in the National Curriculum English Appendix 2</p> <p>Introduce Using standard English, used in Year 4, when speaking and writing</p> <p>Introduce Expanded noun phrases</p>	<p>Practise Using standard English, used in Year 4, when speaking and writing</p> <p>Introduce and practise Use similes, metaphors and alliteration in written tasks.</p> <p>Introduce Fronted adverbials and adverbial phrases</p> <p>Practise Expanded noun phrases</p>	<p>Practise Using standard English, used in Year 4, when speaking and writing</p> <p>Embed Use similes, metaphors and alliteration in written tasks.</p> <p>Practise Fronted adverbials and adverbial phrases</p> <p>Practise Expanded noun phrases</p> <p>Assess Apply the use of previously taught grammatical terms through an assessment of independent writing</p>	<p>Practise Using standard English, used in Year 4, when speaking and writing</p> <p>Introduce Discuss the difference between plurals and possessive -s</p> <p>Practise Fronted adverbials and adverbial phrases</p> <p>Practise Expanded noun phrases</p>	<p>Develop Using standard English, used in Year 4, when speaking and writing</p> <p>Practise Discuss the difference between plurals and possessive -s</p> <p>Introduce Use vocabulary including determiners, pronouns and possessive pronouns.</p> <p>Develop Fronted adverbials and adverbial phrases</p> <p>Develop Expanded noun phrases</p>	<p>Embed and assess Using standard English, used in Year 4, when speaking and writing</p> <p>Embed and assess Apply the use of previously taught grammatical terms through an assessment of independent writing</p> <p>Develop Use vocabulary including determiners, pronouns and possessive pronouns.</p> <p>Embed Fronted adverbials and adverbial phrases</p> <p>Embed Expanded noun phrases</p>
<p>Sentence Building</p> <p>As each concept of sentence building is taught the expectation is that it will be practised, developed and embedded as the year progresses</p>	<p>Consolidate from Year 3 Use a range of tenses – past, present and future. Use them accurately and maintain the chosen tense in their writing.</p>	<p>Practise Use a range of tenses – past, present and future. Use them accurately and maintain the chosen tense in their writing.</p> <p>Practise Put writing into</p>	<p>Develop Use a range of tenses – past, present and future. Use them accurately and maintain the chosen tense in their writing.</p> <p>Develop Put writing into</p>	<p>Embed Use a range of tenses – past, present and future. Use them accurately and maintain the chosen tense in their writing.</p> <p>Embed Put writing into</p>	<p>Introduce Use the present perfect tense.</p> <p>Introduce Choosing pronouns and nouns to improve sentences</p>	<p>Practise Use the present perfect tense.</p> <p>Practise Choosing pronouns and nouns to improve sentences</p>

<p>building on subject knowledge from Year 3.</p>	<p>Consolidate from Year 3 Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p> <p>Introduce Put writing into paragraphs.</p> <p>Introduce Include dialogue in writing i.e. a newspaper report.</p> <p>Consolidate from Year 3 Plan and discuss what they are going to write about and continue to record ideas and orally compose sentences to check they make sense.</p> <p>Consolidate from Year 3 Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.</p>	<p>paragraphs.</p> <p>Introduce Successfully use fronted adverbials with commas to open sentences with support</p> <p>Introduce Write more complex lists of longer items also including a colon</p> <p>Practise Include dialogue in writing.</p> <p>Continue Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p>	<p>paragraphs.</p> <p>Introduce Vary position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Continue Use commas between clauses</p> <p>Introduce Uses inverted commas accurately for dialogue in narratives.</p> <p>Practise Include dialogue in writing.</p> <p>Continue Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p> <p>Practise Successfully use fronted adverbials with commas to open sentences with some support.</p> <p>Practise Write more complex lists of longer items also including a colon.</p> <p>Assess Writing task assessment on everything taught so far.</p>	<p>paragraphs.</p> <p>Introduce Use apostrophe for regular and irregular plurals</p> <p>Practise Uses inverted commas accurately for dialogue in narratives.</p> <p>Develop Include dialogue in writing</p> <p>Practise Vary position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Continue Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p> <p>Practise Successfully use fronted adverbials with commas to open sentences independently.</p> <p>Practise Write more complex lists of longer items also including a colon.</p> <p>Practise Use commas between clauses</p>	<p>Develop Uses inverted commas accurately for dialogue in narratives.</p> <p>Develop Include dialogue in writing</p> <p>Develop Vary position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Continue Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p> <p>Develop Successfully use fronted adverbials with commas to open sentences independently.</p> <p>Develop Write more complex lists of longer items also including a colon.</p> <p>Develop Use commas between clauses</p> <p>Practise and Develop Use apostrophe for regular and irregular plurals</p>	<p>Assess Assessment on whole year learning with a writing task.</p> <p>Embed Uses inverted commas accurately for dialogue in narratives.</p> <p>Embed Include dialogue in writing</p> <p>Embed Vary position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Continue Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p> <p>Embed Successfully use fronted adverbials with commas to open sentences independently.</p> <p>Embed Write more complex lists of longer items also including a colon.</p> <p>Embed Use commas between clauses</p> <p>Embed Use apostrophe for regular and irregular plurals</p>
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<p>Whole Text Building</p> <p>As each concept of whole text building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 3.</p>	<p>Consolidate from Year 3 Create settings, characters and plots when writing stories using their own ideas.</p> <p>Introduce More independence in their writing and when organising paragraphs around a theme.</p> <p>Consolidate from Year 3 Use the correct tense to achieve cohesion and on occasion change the tense when necessary.</p> <p>Introduce Explain to the children the word genre</p>	<p>Introduce Independently include headings and sub-headings in non-narrative writing.</p> <p>Introduce/Continue Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Introduce/Continue Independently use fronted adverbials to start sentences when appropriate.</p> <p>Continue Use appropriate pronoun or noun in and across sentences.</p> <p>Practise More independence in their writing and when organising paragraphs around a theme.</p> <p>Practise Use the correct tense to achieve cohesion and on occasion change the tense when necessary.</p> <p>Practise Explain to the children the genre of narrative and encourage them to use some of the features of each when completing their work.</p>	<p>Practise Write poems in different forms e.g. haiku/list/free verse/ narrative poetry</p> <p>Develop Create settings, characters and plots when writing stories using their own ideas.</p> <p>Practise More independence in their writing and when organising paragraphs around a theme.</p> <p>Practise Use the correct tense to achieve cohesion and on occasion change the tense when necessary.</p> <p>Practise Explain to the children the genre of poetry and encourage them to use some of the features of each when completing their work.</p> <p>Practise Independently include headings and sub-headings in non-narrative writing.</p> <p>Practise Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Practise Independently use fronted adverbials to</p>	<p>Develop Create settings, characters and plots when writing stories using their own ideas.</p> <p>Develop More independence in their writing and when organising paragraphs around a theme.</p> <p>Develop Use the correct tense to achieve cohesion and on occasion change the tense when necessary.</p> <p>Practise Explain to the children the genres of non-chronological reports and narratives and encourage them to use some of the features of each when completing their work.</p> <p>Practise Independently include headings and sub-headings in non-narrative writing.</p> <p>Practise Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Practise Independently use fronted adverbials to start sentences when appropriate.</p>	<p>Embed Create settings, characters and plots when writing stories using their own ideas.</p> <p>Embed More independence in their writing and when organising paragraphs around a theme.</p> <p>Embed Use the correct tense to achieve cohesion and on occasion change the tense when necessary.</p> <p>Develop Explain to the children the genre of play scripts and encourage them to use some of the features of each when completing their work.</p> <p>Develop Independently include headings and sub-headings in non-narrative writing.</p> <p>Develop Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Develop Independently use fronted adverbials to start sentences when appropriate.</p> <p>Embed Use appropriate pronoun</p>	<p>Assess Create settings, characters and plots when writing stories using their own ideas.</p> <p>Embed Explain to the children the genre of picture book and encourage them to use some of the features of each when completing their work.</p> <p>Embed Independently include headings and sub-headings in non-narrative writing.</p> <p>Embed Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Embed Independently use fronted adverbials to start sentences when appropriate.</p> <p>Develop Write poems in different forms e.g. haiku/list/free verse/ narrative poetry</p>
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			<p>start sentences when appropriate.</p> <p>Develop Use appropriate pronoun or noun in and across sentences.</p>		<p>or noun in and across sentences.</p>	
<p>Authorial Effect</p> <p>As each concept of authorial effect is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 3.</p>	<p>Consolidate from Year 3 Know the purpose of the writing and who the audience will be. Read and discuss similar texts to consider the effect on the reader</p> <p>Consolidate form Year 3 Orally rehearse dialogue for effect; what does it tell the reader?</p> <p>Consolidate from Year 3 Use vocabulary which has an effect on the reader e.g., to frighten or surprise them.</p> <p>Consolidate from Year 3 Use vocabulary and phrasing of books read aloud or independently in discussion with others, assess the effectiveness of their own writing for the audience.</p>	<p>Introduce Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Continue /Introduce Experiment with words and adding them to their text including in poetry and talk about how it affects their work.</p> <p>Introduce Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Continue Know the purpose of the writing and who the audience will be. Read and discuss similar texts to consider the effect on the reader with support.</p> <p>Practise Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Assess Writing for purpose and audience.</p> <p>Practise Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Practise Experiment with words and adding them to their text including in poetry and talk about how it affects their work.</p> <p>Practise Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Continue Know the purpose of the writing and who the audience will be read and discuss similar texts to consider the effect on the reader with some support.</p> <p>Practise Orally rehearse dialogue for effect; what does it tell the reader?</p> <p>Assess Assess the effectiveness of their own and others' writing and make</p>	<p>Practise Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Practise Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Develop Know the purpose of the writing and who the audience will be read and discuss similar texts to consider the effect on the reader with support independently.</p> <p>Develop Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Introduce Write a playscript including stage direction.</p> <p>Develop Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Develop Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Embed Know the purpose of the writing and who the audience will be read and discuss similar texts to consider the effect on the reader with support independently.</p> <p>Develop Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Assess Writing for purpose and audience.</p> <p>Embed Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Develop and Embed Experiment with words and adding them to their text including in poetry and talk about how it affects their work.</p> <p>Embed Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Embed Orally rehearse dialogue for effect; what does it tell the reader?</p> <p>Assess Assess the effectiveness of their own and others' writing and make suggestions to improve it.</p>

			suggestions to improve it.			
Genre	Persuasive text Information text Narrative Poetry	Instructions Recount Non-chronological report Information text Discussion text (debate) Poetry	Non-chronological report Persuasive text Narrative Poetry	Instructions Non-chronological report Persuasive text Discussion text (debate) Narrative	Instructions Recount Narrative Playscript	Recount Non-chron report Persuasive text Information text Discussion text (debate) Narrative Poetry
Cross Curricular opportunities	History Art and DT	History Art and DT	Geography Art and DT	Geography Art and DT	History Art and DT:	History Art and DT

End Points which show Progression of knowledge, understanding and skills in Writing Year Group 5						
	T1	T2	T3	T4	T5	T6
Key TEXTS: Trips Drama Visitors	Main Texts: Holes by Louis Sachar  The Highwayman by Alfred Noyes 	Main Texts: Macbeth – William Shakespeare  The Christmas Truce – A Literacy Shed Unit 	Main Texts: Selection of Greek Myths from Atticus the Storyteller's 100 Greek Myths – Lucy Coates and Anthony Lewis Greek writing 	Main Texts: Who let the Gods out? By Maz Evans 	Main Texts: The Princess' Blankets Carol Ann Duffy 	Man Texts: The Matchbox Diary – Paul Fleischman  Poetry by Lakeland poets e.g. Jenny Wilson 
Handwriting	Will be able to - Consolidate from Year 4 All children using handwriting pens in English, History, Geography, RE and Science books. Consolidate from Year 4 Build stamina and fluency to handwrite longer pieces. Introduce Choose the writing implement that is best	Will be able to - Continue Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Practise Choose the writing implement that is best suited for a task. Continue Handwriting lesson to improve letter formation	Will be able to - Practise Choose the writing implement that is best suited for a task. Practise Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation. Develop Write legibly, fluently and with increasing speed by choosing which shape of	Will be able to - Practise Choose the writing implement that is best suited for a task. Develop Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation. Develop Write legibly, fluently and with increasing speed by choosing which shape of	Will be able to - Embed Choose the writing implement that is best suited for a task. Develop Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation. Embed Write legibly, fluently and with increasing speed by choosing which shape of	Will be able to - Embed Choose the writing implement that is best suited for a task. Embed Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation. Embed Write legibly, fluently and with increasing speed by choosing which shape of

	<p>suited for a task.</p> <p>Consolidate from Year 4 and Continue Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.</p>	<p>and presentation daily</p> <p>Practise Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.</p>	<p>a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Introduce Handwriting lesson to improve letter formation and presentation biweekly</p>	<p>a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Practise Handwriting lesson to improve letter formation and presentation biweekly</p>	<p>a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Develop Handwriting lesson to improve letter formation and presentation biweekly</p>	<p>a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Embed Handwriting lesson to improve letter formation and presentation biweekly</p>
<p>Phonics into Spelling</p> <p>As each concept of spelling is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 4.</p>	<p>Consolidate from Year 4 Spell most common exception words for Year 4.</p> <p>Consolidate from Year 4 Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 4.</p> <p>Consolidate from Year 4 and Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including shoulder, necessary, identity, equipped, twelfth and challenge words</p> <p>Assess Spelling tricky words at the end of the term.</p> <p>Introduce Apply spelling rules and</p>	<p>Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including Develop, individual, equipment, ancient, suggest and challenge words</p> <p>Practise Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Practise Spell some Y5/6 words correctly and use them in context in their writing.</p> <p>Assess Spelling tricky words at the end of the term.</p> <p>Practise Use dictionaries to check the spelling and meaning of words.</p> <p>Practise Use a thesaurus to use a variety of vocabulary.</p>	<p>Practise Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Practise Spell many Y5/6 words correctly and use them in context in their writing.</p> <p>Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including Familiar, sincerely, nuisance, controversy, environment silent letters, and challenge words</p> <p>Assess Spelling tricky words at the end of the term.</p> <p>Practise Use dictionaries to check the spelling and meaning of words.</p> <p>Practise Use a thesaurus to use a</p>	<p>Introduce Continue to distinguish between homophones and other words which are often confused.</p> <p>Develop Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Practise Spell Y5/6 most words correctly and use them in context in their writing.</p> <p>Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including Homophones and near homophones</p> <p>Assess Spelling tricky words at the end of the term.</p> <p>Develop Use dictionaries to check</p>	<p>Practise Continue to distinguish between homophones and other words which are often confused.</p> <p>Develop Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Revise and Embed Spell most Y5/6 words correctly and use them in context in their writing.</p> <p>Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including words containing hyphens</p> <p>Assess Spelling tricky words at the end of the term.</p> <p>Develop Use dictionaries to check</p>	<p>Practise Continue to distinguish between homophones and other words which are often confused.</p> <p>Introduce Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Embed Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Revise and Embed Spell most Y5/6 words correctly and use them in context in their writing.</p> <p>Continue Apply spelling knowledge in a weekly spelling lesson (including spelling rules) to embed learning so far including revision</p>

	<p>guidance, as detailed in the National Curriculum English Appendix 1 for Year 5.</p> <p>Introduce Spell some Y5/6 words correctly and use them in context in their writing.</p> <p>Introduce Use dictionaries to check the spelling and meaning of words.</p> <p>Introduce Use a thesaurus to use a variety of vocabulary.</p> <p>Continue Proof-read for spelling and punctuation errors.</p>	<p>Continue Proof-read for spelling and punctuation errors</p>	<p>variety of vocabulary.</p> <p>Continue Proof-read for spelling and punctuation errors</p>	<p>the spelling and meaning of words.</p> <p>Develop Use a thesaurus to use a variety of vocabulary.</p> <p>Continue Proof-read for spelling and punctuation errors</p>	<p>the spelling and meaning of words.</p> <p>Develop Use a thesaurus to use a variety of vocabulary.</p> <p>Continue Proof-read for spelling and punctuation errors</p>	<p>Assess Spelling tricky words at the end of the term.</p> <p>Embed Use dictionaries to check the spelling and meaning of words.</p> <p>Embed Use a thesaurus to use a variety of vocabulary.</p> <p>Continue Proof-read for spelling and punctuation errors</p>
<p>Grammar</p> <p>As each concept of grammar is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 4.</p>	<p>Consolidate from Year 4 Using standard English, used in Year 4, when speaking and writing</p> <p>Consolidate from Year 4 Learn the grammar for Year 3 and 4 as detailed in the National Curriculum English Appendix 2</p> <p>Consolidate from Year 4 Use vocabulary including determiners, pronouns and possessive pronouns.</p> <p>Consolidate from Year 4 Fronted adverbials and adverbial phrases</p>	<p>Introduce Identify commands and questions from more abstract possibilities and write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</p> <p>Introduce Apply known rules of Standard English to practise formal language when speaking and writing.</p> <p>Practise Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 taught last term and introduce adverbs, verb prefixes dis, de, mis, over, re, verb inflection and modal verbs</p>	<p>Practise Apply known rules of Standard English to practise formal language when speaking and writing.</p> <p>Practise Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 taught last term and introduce the use of prepositions and practise coordinating conjunctions.</p> <p>Introduce and Practise Use further prefixes and understand the guidance for adding them.</p> <p>Introduce Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Practise Apply known rules of Standard English to practise formal language when speaking and writing.</p> <p>Practise Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 taught last term and introduce determiners and linking paragraphs with adverbials</p> <p>Introduce and practise Use further suffixes and understand the guidance for adding them.</p> <p>Develop Use a colon to introduce a list</p> <p>Develop Using commas to clarify</p>	<p>Develop Apply known rules of Standard English to practise formal language when speaking and writing.</p> <p>Practise Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 taught last term and introduce use of pronouns and possessive pronouns</p> <p>Introduce Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Develop Use a colon to introduce a list</p>	<p>Embed Apply known rules of Standard English to practise formal language when speaking and writing.</p> <p>Practise and Embed Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 taught last term including reinroduce adverbials/fronted adverbials and introduce relative clauses</p> <p>Embed Use a colon to introduce a list</p> <p>Embed Using commas to clarify meaning or avoid ambiguity in writing.</p>

	<p>Consolidate from Year 4 Expanded noun phrases</p> <p>Introduce Learn the grammar for Year 5 and 6 as detailed in the National Curriculum English Appendix 2 introducing adverbs of possibility, converting nouns and adjectives into verbs, using expanded noun phrases to convey complicated information, using the perfect form of a verb to mark relationships of time and cause and using passive verbs to affect presentation of information in a sentence.</p> <p>Introduce Maintain the consistency of tense when writing fiction or non-fiction text.</p> <p>Continue Use possessive plural apostrophe, the use of apostrophes for omission and punctuate using bullet points consistently.</p> <p>Introduce Use a colon to introduce a list</p>	<p>or adverbs to indicate degrees of possibility.</p> <p>Introduce and Recognise Use vocabulary and structures that are appropriate for informal speech and writing, including subjunctive forms.</p> <p>Practise Use a colon to introduce a list</p> <p>Introduce Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Assess Use a writing task to assess all grammar concepts taught so far</p>	<p>Practise Use a colon to introduce a list</p> <p>Practise Using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>meaning or avoid ambiguity in writing.</p> <p>Practise Use brackets, dashes or commas to indicate parenthesis.</p> <p>Introduce and Recognise Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Introduce Use sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately.</p> <p>Assess Use a writing task to assess all grammar concepts taught so far</p>	<p>Develop Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Develop Use brackets, dashes or commas to indicate parenthesis.</p> <p>Practise Identify commands and questions from more abstract possibilities; write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</p>	<p>Embed Use brackets, dashes or commas to indicate parenthesis.</p> <p>Assess Use a writing task to assess all grammar concepts taught so far</p>
<p>Sentence Building</p> <p>As each concept of sentence building is taught the expectation is that it will be</p>	<p>Consolidate from Year 4 Use the present perfect tense.</p> <p>Continue Choosing pronouns and nouns to improve</p>	<p>Introduce Use the correct varied tense and it is appropriate to the writing</p> <p>Introduce Write dialogue alongside narrative successfully</p>	<p>Introduce Use parenthesis within sentences</p> <p>Practise Write dialogue alongside narrative successfully</p>	<p>Introduce Use different organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p>	<p>Develop Write dialogue alongside narrative successfully</p> <p>Develop Use the correct varied tense and it is appropriate to the writing</p>	<p>Introduce Uses relative conjunctions e.g. that, which, who</p> <p>Embed and assess Write dialogue alongside narrative successfully</p>

<p>practised, developed and embedded as the year progresses building on subject knowledge from Year 4.</p>	<p>sentences</p> <p>Consolidate from Year 4 Use inverted commas accurately for dialogue in narratives.</p> <p>Consolidate from Year 4 Include dialogue in writing</p> <p>Consolidate from Year 4 Vary position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Continue Assess the effectiveness of their own and others' writing, make suggestions to improve it and continue to develop editing skills.</p> <p>Consolidate from Year 4 and practise throughout the year Successful use fronted adverbials to open sentences independently.</p> <p>Consolidate from Year 4 Write more complex lists of longer items also including a colon.</p> <p>Consolidate from Year 4 Use commas after fronted adverbials and between clauses.</p>	<p>Introduce Write two main clauses within the same sentence</p> <p>Introduce In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Introduce Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Introduce Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Practise and assess Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Practise and assess When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Practise and assess Write short, irregular sentences for effect.</p> <p>Practise and assess Use the passive voice.</p>	<p>Practise Use the correct varied tense and it is appropriate to the writing</p> <p>Practise Write two main clauses within the same sentence</p> <p>Practise Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Practise In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Introduce Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Practise Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Practise When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Practise Write short, irregular</p>	<p>Practise and assess Write dialogue alongside narrative successfully</p> <p>Practise and assess Use the correct varied tense and it is appropriate to the writing</p> <p>Practise and assess Write two main clauses within the same sentence</p> <p>Practise and assess Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Practise and assess In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Practise and assess Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Develop and assess Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Develop and assess When writing narratives, considering how authors have developed characters and settings in what pupils have read,</p>	<p>Develop Write two main clauses within the same sentence</p> <p>Develop Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Develop In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Develop Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Develop Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Develop When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Develop Write short, irregular sentences for effect.</p>	<p>Embed and assess Use the correct varied tense and it is appropriate to the writing</p> <p>Embed and assess Write two main clauses within the same sentence</p> <p>Embed and assess Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Embed and assess In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Embed and assess Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Embed Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Embed and assess When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>
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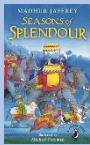


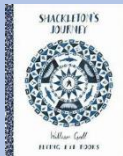


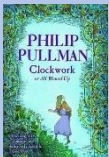


	<p>Consolidate from Year 4 Use apostrophe for regular and irregular plurals</p> <p>Introduce Use drafting, Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Introduce When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Introduce Write short, irregular sentences for effect.</p> <p>Introduce Begin to use the passive voice.</p> <p>Introduce Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Practise and assess Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>sentences for effect.</p> <p>Practise Use the passive voice.</p> <p>Practise Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>listened to or seen performed.</p> <p>Develop and assess Write short, irregular sentences for effect.</p> <p>Develop and assess Use the passive voice.</p> <p>Develop and assess Write short, irregular sentences for effect. Begin to use the passive voice.</p> <p>Develop and assess Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise and assess Use parenthesis within sentences</p>	<p>Develop Use the passive voice.</p> <p>Develop Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Develop Use parenthesis within sentences</p>	<p>Embed and assess Write short, irregular sentences for effect.</p> <p>Embed and assess Use the passive voice.</p> <p>Embed and assess Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Embed and assess Use parenthesis within sentences</p>
<p>Whole Text Building</p> <p>As each concept of whole text building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on</p>	<p>Consolidate from Year 4 and Develop Create settings, characters and plots when writing stories using their own ideas</p> <p>Consolidate from Year 4 Discuss the word genre and some features of different genre</p>	<p>Develop and assess Create settings, characters and plots when writing stories using their own ideas</p> <p>Practise and assess Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p>	<p>Develop Create settings, characters and plots when writing stories using their own ideas</p> <p>Practise Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p>	<p>Develop and assess Create settings, characters and plots when writing stories using their own ideas</p> <p>Practise Use the genre of the third person and encourage them to use some of the features of each when completing their work.</p>	<p>Practise Use different organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Embed Create settings, characters and plots</p>	<p>Develop and assess Use different organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Embed and assess Create settings, characters and plots</p>

<p>subject knowledge from Year 4.</p>	<p>Consolidate from Year 4 Independently include headings and sub-headings in non-narrative writing.</p> <p>Consolidate from Year 4 and Continue Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Consolidate from Year 4 Independently use fronted adverbials to start sentences when appropriate.</p> <p>Consolidate from Year 4 and continue to Develop Write poems in different forms e.g. haiku/list/free verse/ narrative poetry using models to guide and inspire</p> <p>Introduce Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Introduce With support, sustain and adjust the tense accurately through a piece of work.</p>	<p>Practise and assess Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Practise and assess Write poems in different forms e.g. haiku/list/free verse/ narrative poetry using models to guide and inspire</p> <p>Introduce With adult model, begin to write a précis of longer passages</p> <p>Practise With support, sustain and adjust the tense accurately through a piece of work.</p>	<p>Develop Write poems in different forms e.g. haiku/list/free verse/ narrative poetry</p> <p>Practise Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Practise and Develop With adult model, begin to write a précis of longer passages</p> <p>Practise With some support, sustain and adjust the tense accurately through a piece of work.</p>	<p>Develop and assess Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Develop and assess Write poems in different forms e.g. haiku/list/free verse/ narrative poetry, using models to guide and inspire</p> <p>Develop and assess Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Reintroduce Independently include headings and sub-headings in non-narrative writing.</p> <p>Introduce With some independence, organise information from beginning to end, using meaningful paragraphs/headings/underlining/bullet points</p> <p>Develop With minimal support, sustain and adjust the tense accurately through a piece of work.</p>	<p>when writing stories using their own ideas</p> <p>Embed Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Embed Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Practise Independently include headings and sub-headings in non-narrative writing.</p> <p>Practise and Develop With some independence, organise information from beginning to end, using meaningful paragraphs</p> <p>Practise With growing independence, organise information from beginning to end, using meaningful paragraphs/headings/underlining/bullet points</p> <p>Embed Independently, sustain and adjust the tense accurately through a piece of work.</p>	<p>when writing stories using their own ideas</p> <p>Embed and assess Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Reintroduce Independently use fronted adverbials to start sentences when appropriate.</p> <p>Embed and assess Write poems in different forms e.g. haiku/list/free verse/ narrative poetry using models to guide and inspire</p> <p>Embed and assess Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Develop Independently include headings and sub-headings in non-narrative writing.</p> <p>Embed and assess Independently, organise information from beginning to end, using meaningful paragraphs</p> <p>Develop With some independence, organise information from beginning to end, using meaningful</p>
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						<p>paragraphs/headings/underlining/bullet points</p> <p>Assess Independently, sustain and adjust the tense accurately through a piece of work.</p>
<p>Authorial Effect</p> <p>As each concept of authorial effect is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 4.</p>	<p>Consolidate from Year 4 Inverted commas for speech marks.</p> <p>Consolidate from Year 4 Commas after fronted adverbials.</p> <p>Consolidate from Year 4 Use new vocabulary to create mood and atmosphere e.g. of settings or feelings to interest the reader.</p> <p>Consolidate from Year 4 Experiment with words and adding them to their text including in poetry and talk about how it affects their work.</p> <p>Consolidate from Year 4 Read and talk about the formality within texts and how it contrasts with informality.</p> <p>Consolidate from Year 4 Orally rehearse dialogue for effect; what does it tell the reader?</p>	<p>Develop and Embed Communicate coherently and effectively</p> <p>Introduce Identify purpose and how to affect that audience</p> <p>Practise experiment with and discuss vocabulary and effect when writing poetry</p> <p>Consolidate from Year 4 and Continue Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Introduce with adult support, integrate dialogue to convey character and advance the action</p> <p>Practise Proof-read for clarity of meaning and effect.</p>	<p>Practise Identify purpose and how to affect that audience</p> <p>Introduce With adult support, integrate dialogue to convey character and advance the action</p> <p>Develop Communicate coherently and effectively with increased confidence, independence</p> <p>Introduce Begin to write in formal ways</p> <p>Practise Proof-read for clarity of meaning and effect.</p>	<p>Develop Identify purpose and how to affect that audience</p> <p>Practise Experiment with and discuss vocabulary and effect when writing poetry</p> <p>Practise With some support, integrate dialogue to convey character and advance the action</p> <p>Develop Communicate coherently and effectively with increased confidence, independence</p> <p>Practise Write in formal ways e.g. biographies and debates</p> <p>Develop Proof-read for clarity of meaning and effect.</p>	<p>Embed Identify purpose and how to affect that audience</p> <p>Develop Independently begin to integrate dialogue to convey character and advance the action</p> <p>Embed Communicate coherently and effectively with increased confidence, independence</p> <p>Develop Write in formal ways e.g. newspaper reports and persuasive writing</p> <p>Develop Proof-read for clarity of meaning and effect.</p>	<p>Embed Identify purpose and how to affect that audience</p> <p>Develop Use other similar texts as models for their own</p> <p>Develop Experiment with and discuss vocabulary and effect when writing poetry</p> <p>Embed Independently, integrate dialogue to convey character and advance the action</p> <p>Embed and assess Communicate coherently and effectively with increased confidence, independence</p> <p>Develop Write in formal ways e.g. debates and autobiographies</p> <p>Embed Proof-read for clarity of meaning and effect.</p>

	<p>Introduce and Practise Communicate coherently and effectively</p> <p>Introduce Identify purpose and how to affect that audience</p> <p>Introduce Experiment with and discuss vocabulary and effect when writing poetry</p> <p>Introduce Proof-read for clarity of meaning and effect.</p>					
Genre	<p>News report Shared poetry Writing to a character Writing in role - a note and an account of an event Performance poetry Story writing Information- Highwaymen Letter to home Creative writing Persuasive leaflet Character description Newspaper</p>	<p>Letter writing Writing and performing poetry Note writing for report Advertising posters Recounts Tickets Play scripts Invitations Prophecies Reviews</p>	<p>Creative Writing- Character description Setting Description Story writing Poetry Balanced argument/debate Instruction writing Ancient Greece Brochure</p>	<p>Setting Description 3rd Person Narrative Instruction writing Biographies Limericks</p>	<p>Character descriptions Setting descriptions Atmospheric writing Persuasive invitation/letter Newspaper report Play scripts Alternative endings to the Princess' Blankets Writing in the style of Carol Ann Duffy Narrative – short stories of Writing the Modern Fairy Tale style Presentation of own Modern Fairy Tale in film format</p>	<p>Letter Debate Diary Autobiography Non-fiction writing Poetry</p>
Cross Curricular opportunities	Crime and Punishment		Ancient Greece	Ancient Greece	Mountains	Rivers

End Points which show Progression of knowledge, understanding and skills in Writing Year Group 6

	T1	T2	T3	T4	T5	T6
<p>Key TEXTS:</p> <p>Trips Drama Visitors</p>	<p>POR: There's a boy in the girl's bathroom by Louis Sachar</p>  <p>Seasons of Splendour by Madhur Jaffrey</p> 	<p>POR: Alma (short film clip) from Literacy Shed</p> <p>The Journey by Francesca Sanna</p>  <p>A Christmas Carol (various versions)</p> 	<p>POR: Shackleton's Journey by William Grill</p>  <p>Fox by Margaret Wild</p> 	<p>POR: Suffragettes: The Battle for Equality by David Roberts</p>  <p>Clockwork by Phillip Pullman</p>  <p>Wing (short film clip - Literacy Shed)</p>	<p>Street Child by Berlie Doherty</p>  <p>Hamlet – Orchard version The Viewer by Gary Crew</p>	<p>Where do you go, Birdie Jones? By Joanna Nadin</p> 
<p>Handwriting</p>	<p>Will be able to -</p> <p>Consolidate from Year 5</p> <p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.</p> <p>Introduce and Practise</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p>	<p>Will be able to -</p> <p>Develop and Embed</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce and assess</p> <p>Apply growing knowledge during spelling weekly tests</p>	<p>Will be able to -</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce and assess</p> <p>Apply growing knowledge during spelling weekly tests</p>	<p>Will be able to -</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce and assess</p> <p>Apply growing knowledge during spelling weekly tests</p>	<p>Will be able to -</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce and assess</p> <p>Apply growing knowledge during spelling weekly tests</p>	<p>Will be able to -</p> <p>Continue and assess</p> <p>Handwriting lesson to improve letter formation and presentation.</p> <p>Introduce and assess</p> <p>Apply growing knowledge during spelling weekly tests</p>

	<p>Introduce and assess Apply growing knowledge during spelling weekly tests</p>					
<p>Phonics into Spelling</p> <p>As each concept of spelling is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 4.</p>	<p>Consolidate from Year 5 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Reintroduce Continue to distinguish between homophones and other words which are often confused.</p> <p>Introduce Apply spelling rules and guidance, as detailed in the National Curriculum English Appendix 1 for Year 6. Supported by the Spelling Shed scheme</p> <p>Consolidating from Year 5 and assess Year 5/6 statutory spellings taught so far.</p> <p>Introduce Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Consolidate from Year 5 and Continue</p>	<p>Continue to Practise Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Introduce and Practise Short vowel sound i spelled y Long vowel sound i spelled y Prefix 'over' to verbs Suffix ful</p> <p>Practise and asses Continue with Year 5/6 statutory spellings from the National Curriculum.</p> <p>Practise Distinguish between homophones and other words which are often confused.</p> <p>Practise Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Practise Use a thesaurus with some support.</p>	<p>Practise Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Introduce and Practise Words which can be nouns or verbs Words with an o sound spelled 'ou' or 'ow' Soft c spelled ce Prefix dis, un, over, im F spelled ph Words with origins in other countries</p> <p>Practise and asses Continue with Year 5/6 statutory spellings from the National Curriculum.</p> <p>Practise Distinguish between homophones and other words which are often confused.</p> <p>Practise Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p>	<p>Develop Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Introduce and Practise Unstressed vowel sounds Endings cial/tial after a vowel sound Endings cial/tial after a consonant sound Words with letter string 'acc' at the beginning of words Words ending in ably Words ending in ible</p> <p>Practise and asses Continue with Year 5/6 statutory spellings from the National Curriculum</p> <p>Develop Distinguish between homophones and other words which are often confused.</p> <p>Practise Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p>	<p>Develop Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Introduce and Practise Adding suffix ibly to create an adverb Changing ent to ence Er,or,ar at the end of words</p> <p>Practise and asses Continue with Year 5/6 statutory spellings from the National Curriculum</p> <p>Develop Distinguish between homophones and other words which are often confused.</p> <p>Develop Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Develop Use a thesaurus independently.</p>	<p>Embed and assess Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to spell and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1</p> <p>Introduce and Practise Adverbs synonymous with determination Adjectives to describe settings Vocab to describe feelings Adjectives to describe character</p> <p>Practise and asses Continue with Year 5/6 statutory spellings from the National Curriculum</p> <p>Embed Distinguish between homophones and other words which are often confused.</p> <p>Embed Use dictionaries to check the spelling and meaning of words. Use the first three of four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Embed Use a thesaurus independently.</p>

	<p>Learn how to use a thesaurus.</p> <p>Introduce and assess Use a weekly dictation that covers concepts taught so far.</p>	<p>Practise and assess Use a weekly dictation that covers concepts taught so far.</p>	<p>Practise Learn how to use a thesaurus with some support.</p> <p>Practise and assess Use a weekly dictation that covers concepts taught so far.</p>	<p>Develop Use a thesaurus independently.</p> <p>Practise and assess Use a weekly dictation that covers concepts taught so far.</p> <p>Introduce Use practise SATs papers to support and assess application of patterns and rules.</p>	<p>Practise and assess Use a weekly dictation that covers concepts taught so far.</p> <p>Practise Use practise SATs papers to support and assess application of patterns and rules.</p>	<p>Practise and assess Use a weekly dictation that covers concepts taught so far.</p> <p>Practise Practise SATs papers to support and assess application of patterns and rules.</p>
<p>Grammar</p> <p>As each concept of grammar is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 5.</p> <p>(assessment is ongoing task by task)</p>	<p>Consolidating from Year 5 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Consolidate from Year 5 and assess Use the perfect form of verbs to mark relationships of time and cause with some support.</p> <p>Consolidate from Year 5 and assess Use expanded noun phrases to convey complicated information concisely.</p> <p>Consolidate from Year 5 and assess Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Consolidate from Year 5 Learn the grammar for Years 5 and 6 as</p>	<p>Continue to practise Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Introduce Use passive verbs to affect the presentation of information in a sentence.</p> <p>Practise Use the perfect form of verbs to mark relationships of time and cause independently</p> <p>Practise Use expanded noun phrases to convey complicated information concisely.</p> <p>Practise Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Introduce Use relative clauses beginning with who, which, where, when, whose, that or with an</p>	<p>Practise Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Introduce Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Practise Use passive verbs to affect the presentation of information in a sentence.</p> <p>Develop Use the perfect form of verbs to mark relationships of time and cause independently.</p> <p>Practise Use expanded noun phrases to convey complicated information concisely.</p> <p>Practise Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Develop Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Develop Use passive verbs to affect the presentation of information in a sentence.</p> <p>Embed Use the perfect form of verbs to mark relationships of time and cause independently.</p> <p>Develop Use expanded noun phrases to convey complicated information concisely.</p>	<p>Develop and assess via SATs Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Develop and assess via SATs Use expanded noun phrases to convey complicated information concisely.</p> <p>Embed and assess via SATs Use passive verbs to affect the presentation of information in a sentence.</p> <p>Develop and assess via SATs Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Develop Learn the grammar for Years 5 and 6 as detailed in the National Curriculum English</p>	<p>Embed Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Embed Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Embed Use the perfect form of verbs to mark relationships of time and cause independently.</p> <p>Embed Use expanded noun phrases to convey complicated information concisely.</p> <p>Embed Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Embed Use relative clauses beginning with who,</p>

	<p>detailed in the National Curriculum English Appendix 2</p> <p>Consolidate from Year 5 and assess Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>implied relative pronoun</p> <p>Continue to Practise Learn the grammar for Years 5 and 6 as detailed in the National Curriculum English Appendix 2.</p> <p>Practise Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Introduce Use brackets, dashes or commas to indicate parenthesis.</p> <p>Introduce Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Introduce Use and understand the grammatical terminology as detailed in the National Curriculum English Appendix 2 accurately and appropriately in discussing their reading and writing</p>	<p>Practise Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Practise Learn the grammar for Years 5 and 6 as detailed in the National Curriculum English Appendix 2.</p> <p>Practise Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Introduce Use hyphens to avoid ambiguity.</p> <p>Practise Use brackets, dashes or commas to indicate parenthesis.</p> <p>Practise Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Continue Punctuate bullet points consistently.</p> <p>Continue Use a colon to introduce a list.</p> <p>Practise Use and understand the grammatical terminology as detailed in the National Curriculum English Appendix 2 accurately and appropriately in discussing their reading</p>	<p>Develop Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Practise Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Practise Learn the grammar for Years 5 and 6 as detailed in the National Curriculum English Appendix 2.</p> <p>Develop Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Practise Use hyphens to avoid ambiguity.</p> <p>Practise Use brackets, dashes or commas to indicate parenthesis.</p> <p>Practise Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Practise Punctuating bullet points consistently.</p> <p>Develop Using a colon to introduce a list.</p> <p>Practise Use and understand the</p>	<p>Appendix 2.</p> <p>Develop and assess via SATs Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Develop and assess via SATs Use brackets, dashes or commas to indicate parenthesis. Assess via SATs Use passive verbs to affect the presentation of information in a sentence.</p> <p>Develop and assess via SATs Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Develop and assess via SATs Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Develop and assess via SATs Use hyphens to avoid ambiguity.</p> <p>Develop and assess via SATs Punctuate bullet points consistently.</p> <p>Embed and assess via SATs Use a colon to introduce a list.</p>	<p>which, where, when, whose, that or with an implied relative pronoun.</p> <p>Embed Learn the grammar for Years 5 and 6 as detailed in the National Curriculum English Appendix 2.</p> <p>Embed Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Embed Use hyphens to avoid ambiguity.</p> <p>Embed Punctuate bullet points consistently.</p> <p>Embed Use brackets, dashes or commas to indicate parenthesis.</p> <p>Embed Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Embed Use and understand the grammatical terminology as detailed in the National Curriculum English Appendix 2 accurately and appropriately in discussing their reading and writing</p>
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			and writing	grammatical terminology as detailed in the National Curriculum English Appendix 2 accurately and appropriately in discussing their reading and writing	<p>Develop and assess via SATs Use and understand the grammatical terminology as detailed in the National Curriculum English Appendix 2 accurately and appropriately in discussing their reading and writing</p> <p>Assess via SATs Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	
<p>Sentence Building</p> <p>As each concept of sentence building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 5.</p>	<p>Introduce Write dialogue accurately and independently.</p> <p>Introduce Maintain a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present.</p> <p>Consolidate from Year 5 Use punctuation associated with dialogue.</p>	<p>Practise Write dialogue accurately and independently.</p> <p>Practise Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present</p> <p>Introduce Use varied range of sentences, including parenthesis</p> <p>Introduce Use a range of punctuation to demarcate parenthesis</p> <p>Introduce Use semi-colons and colons to separate clauses</p>	<p>Practise Write dialogue accurately and independently.</p> <p>Practise Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present</p> <p>Practise and Develop Use all punctuation associated with dialogue independently.</p> <p>Introduce Use varied range of sentences, including parenthesis</p> <p>Introduce Use a range of punctuation to demarcate parenthesis</p>	<p>Develop Write dialogue accurately and independently.</p> <p>Develop Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present.</p> <p>Embed Use all punctuation associated with dialogue independently.</p> <p>Practise and Develop Use varied range of sentences, including parenthesis</p> <p>Practise and Develop Use a range of punctuation to demarcate parenthesis</p>	<p>Embed Write dialogue accurately and independently.</p> <p>Embed Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present.</p> <p>Embed Use varied range of sentences, including parenthesis</p> <p>Embed Use a range of punctuation to demarcate parenthesis</p> <p>Embed Use semi-colons and colons to separate clauses</p>	<p>Assess Write dialogue accurately and independently.</p> <p>Assess Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present.</p> <p>Assess Use varied range of sentences, including parenthesis</p> <p>Assess Use a range of punctuation to demarcate parenthesis</p> <p>Assess Use semi-colons and colons to separate clauses</p>

		<p>Practise Use punctuation associated with dialogue.</p>	<p>Practise Use semi-colons and colons to separate clauses</p> <p>Introduce and practise Use single inverted commas to cite a quotation</p>	<p>Develop Use semi-colons and colons to separate clauses</p>		<p>Assess Use all punctuation associated with dialogue independently.</p>
<p>Whole Text Building</p> <p>As each concept of whole text building is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 5.</p>	<p>Consolidate from Year 5 and assess Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Consolidate from Year 5 and assess Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Introduce Ensure consistent and correct use of tense through the piece.</p> <p>Consolidate from Year 5 and assess Use the features of a wide range of genres across narrative and non-narrative forms.</p>	<p>Practise Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Continue to Practise Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Practise Ensure consistent and correct use of tense through the piece.</p> <p>Practise Use the features of the genre of poetry.</p> <p>Introduce and practise Write a summary of longer passages.</p> <p>Consolidate from Year 5 and Practise Write a wider range of poetry in different forms e.g. narrative poem / mood poem.</p>	<p>Practise Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Practise Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Practise Ensure consistent and correct use of tense through the piece.</p> <p>Develop Use the features of the genre of a news report</p> <p>Introduce Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text.</p> <p>Develop Write a wider range of poetry in different forms e.g. narrative poem / mood poem.</p>	<p>Develop Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Develop Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Develop Ensure consistent and correct use of tense through the piece.</p> <p>Embed Use the features of the genre of a biography</p> <p>Practise Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text</p> <p>Assess Confidently use the features of a wide range of genres across narrative and non-narrative forms</p> <p>Embed and assess Write a wider range of</p>	<p>Develop Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Develop Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Develop Ensure consistent and correct use of tense through the piece.</p> <p>Embed Write a summary of longer passages.</p> <p>Embed Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text.</p>	<p>Embed and assess via SATs Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Embed and assess via SATs Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion and grammatical connections</p> <p>Embed and assess via SATs Ensure consistent and correct use of tense through the piece.</p> <p>Embed and assess via SATs Use the features of a wide range of genres across narrative and non-narrative forms.</p> <p>Assess via SATs Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text.</p>

				poetry in different forms e.g. narrative poem / mood poem.		
<p>Authorial Effect</p> <p>As each concept of authorial effect is taught the expectation is that it will be practised, developed and embedded as the year progresses building on subject knowledge from Year 5.</p>	<p>Consolidate from Year 5 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Consolidate from Year 5 Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>Consolidate from Year 5 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Consolidate from Year 5 Assess the effectiveness of their own writing and others' proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Consolidate from Year 5 Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Consolidate from Year 5 Proof-read for spelling</p>	<p>Continue to Practise Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Continue to Practise Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>Continue to Practise Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Introduce In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Continue to Practise Assess the effectiveness of their own writing and others' proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Continue to practise Ensuring correct subject and verb agreement when using singular and plural.</p>	<p>Develop Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Practise Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>Continue to Practise Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Introduce Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Practise Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Develop Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Develop Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>Develop Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Practise and Develop In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Practise Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Introduce Using further organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p>	<p>Embed Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Develop Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>Develop Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Develop In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Develop Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Practise and Develop Using further organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p>	<p>Embed Make notes and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Embed Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Embed In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Embed Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Embed Using further organization and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Embed Assess the effectiveness</p>

	<p>and punctuation errors and clarity.</p> <p>Introduce In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Consolidate from Year 5 Ensure children read their work aloud to check its intended effect</p>	<p>Practise In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Continue to practise Ensure children read their work aloud to check its intended effect</p> <p>Consolidate from Year 5 Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Continue to practise Proof-read for spelling, punctuation errors and clarity</p> <p>Introduce Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Introduce Explore the effect of their poetry on the reader</p> <p>Introduce Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Introduce Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Practise In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Practise Ensure children read their work aloud to check its intended effect</p> <p>Continue to Practise Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Practise Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Practise Proof-read for spelling, punctuation errors clarity</p> <p>Introduce Explore the effect of their poetry on the reader</p> <p>Practise and Develop Perform their own compositions, using</p>	<p>Develop Assess the effectiveness of their own and others' writing pproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Practise Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Develop In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Develop Ensure children read their work aloud to check its intended effect</p> <p>Practise Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Practise Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Embed Proof-read for spelling,</p>	<p>Develop Assess the effectiveness of their own and others' writing pproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Develop Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Develop In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Develop Ensure children read their work aloud to check its intended effect</p> <p>Develop Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Develop Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Develop and Embed Explore the effect of</p>	<p>of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Embed Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Embed In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Embed Ensure children read their work aloud to check its intended effect</p> <p>Embed Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Embed Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Embed Communicate coherently and effectively with increased confidence,</p>
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			<p>appropriate intonation, volume and movement so that meaning is clear.</p> <p>Introduce Communicate coherently and effectively with increased confidence, independence and audience awareness: independently identify purpose and potential audience/s, and the intended effect of their writing upon them (all Year)</p> <p>Introduce Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>	<p>punctuation errors and clarity.</p> <p>Practise and Develop Explore the effect of their poetry on the reader</p> <p>Develop and Embed Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Practise and Develop Communicate coherently and effectively with increased confidence, independence and audience awareness: independently identify purpose and potential audience/s, and the intended effect of their writing upon them</p> <p>Practise Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>	<p>their poetry on the reader</p> <p>Develop and Embed Communicate coherently and effectively with increased confidence, independence and audience awareness: independently identify purpose and potential audience/s, and the intended effect of their writing upon them</p> <p>Develop Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>	<p>independence and audience awareness: independently identify purpose and potential audience/s, and the intended effect of their writing upon them</p> <p>Embed Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>
Genre	<p>Recount (diary)</p> <p>Instructions</p> <p>Persuasive (letter)</p> <p>Narrative</p>	<p>Recount</p> <p>Narrative</p> <p>Non-chronological report</p> <p>Poetry</p>	<p>Persuasive (letter)</p> <p>Recount (diary)</p> <p>Narrative</p> <p>Discursive</p> <p>Poetry</p> <p>Newspaper report</p>	<p>Discursive</p> <p>Biography</p> <p>Narrative</p> <p>Poetry</p> <p>Instructions</p>	<p>Discursive</p> <p>Non-chronological report</p> <p>Explanation</p> <p>Narrative</p> <p>Playscript</p>	<p>Recount</p> <p>Narrative</p> <p>Persuasive</p>
Cross Curricular opportunities	<p>History</p> <p>Art</p>	<p>Science</p> <p>Geography/PSHE/DT</p> <p>DT</p>	<p>Science</p> <p>Geography</p> <p>Art and DT</p>	<p>Geography</p> <p>Art and DT</p>	<p>History</p> <p>Science</p> <p>Art and DT</p>	<p>Science</p> <p>Art and DT</p>