

## English - Writing Curriculum Knowledge Informed; Skills Rich.



### **Vision**

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant English curriculum, we nurture community-minded, forward-facing international citizens of the future.

### **Curriculum Intent: Why do we teach English at Penpol School?**

At Penpol School we recognise that secure English skills are the foundations to a successful learning journey and help equip children to succeed in later life. All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

At Penpol School, we:

- Provide a broad and balanced curriculum which will provide opportunities to write for a range of purposes, styles and audiences.
- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Provide opportunities for children to plan, practice and evaluate their work.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

The world in which we live is changing rapidly; we cannot begin to predict the nature of roles and lifestyles our pupils will enjoy in the future. We can be certain, however, that a broad range of skills and dispositions will be required, alongside a well-connected bank of knowledge, in order for them to thrive. We know our amazing pupils well and are clear about our contextual challenges. The least confident pupils joining us at Penpol often need to improve the depth and range of their vocabulary in order to access the academic world. We are highly ambitious for each and every child in our school. We aim to unlock the academic code for all by supporting each pupil to develop a broad, rich and versatile vocabulary. Further, we aim to instil in each of our pupils an unshakeable belief in themselves and their potential for continued growth.

### **Implementation: How is English taught at Penpol School?**

At Penpol School we immerse the children by using a quality text and/ or meaningful experience. We use high quality books that are relevant to the current topic taught, special events, drama, trips and other stimuli to inspire the children to write. This allows our writing curriculum to be meaningful, joined-up and rooted in real-life experiences. Children are encouraged to analyse features of the text type explored and this determines a success criteria. Appropriate vocabulary is collected and organised in order to develop the children's vocabulary. Tier 1, 2 and 3 vocabulary are

discussed in lessons and there's explicated teaching of Tier 2 vocabulary throughout the curriculum. There is a clear progression of skills throughout the school. We build these into our English teaching sequence so it is relevant for the children and they're able to develop a 'toolkit' which the children are able to use in their writing. This is practised in a short piece of writing and then the children are given opportunities to prove their understanding in a variety of longer pieces. This ensures that children are able to embed the skills in a more purposeful and relevant way. Children are scaffolded through teacher modelling and challenged in their learning to allow them to grow at the correct pace for them. The children are encouraged to use a success criteria to evaluate their own knowledge and understanding to allow them more ownership of their learning. They are supported in the process of editing and improving their work. We continue to evaluate and develop what we teach in English and how it is delivered, instilling in our pupils a lifelong love for challenge and, consequently, for learning.

**Impact: What will we see from the teaching of English?**

By teaching English to our children will allow them to have the knowledge and skills to be able to write successfully for a purpose and audience in order to make progress from their own personal starting points. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of Year 6, children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation. Our pupils will acquire a wide range of vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their future.











## End of Phase Outcomes for Assessing Children's Writing






|      | <b>Working towards the expected standard</b>  | <b>Working at the expected standard</b>   | <b>Working at greater depth</b> |
|------|---|---|---------------------------------|
| EYFS | <ul style="list-style-type: none"> <li>- Make up stories, play scenarios and drawings in response to experiences, such as outings</li> <li>- Sometimes gives meaning to their drawings and paintings</li> <li>- Ascribes meanings to signs, symbols and words that they see in different places</li> <li>- Includes mark making and early writing in their play</li> <li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>- Attempts to write their own name, or other names and words, using combination of lines, circles and curves or letter type shapes</li> <li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul> | <ul style="list-style-type: none"> <li>- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</li> <li>- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</li> <li>- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> </ul> |                                 |






|                    |   |   |  |
|--------------------|---|---|--|
| <p>Key Stage 1</p> | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>- write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>- demarcate some sentences with capital letters and full stops</li> <li>- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>- spell some common exception words*</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form lower-case letters of the correct size relative to one another in some of their writing</li> <li>- use spacing between words.</li> </ul> | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>- write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>- write about real events, recording these simply and clearly</li> <li>- demarcate most sentences in their writing with capital letters and full stops, and use</li> <li>- question marks correctly when required</li> <li>- use present and past tense mostly correctly and consistently</li> <li>- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>- spell many common exception words*</li> <li>- form capital letters and digits of the correct size, orientation and relationship to one</li> <li>- another and to lower-case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul> | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>- make simple additions, revisions and proof-reading corrections to their own writing</li> <li>- use the punctuation taught at key stage 1 mostly correctly^</li> <li>- spell most common exception words*</li> <li>- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> <li>- use the diagonal and horizontal strokes needed to join some letters.</li> </ul> |
|--------------------|---|---|--|

|                        |   |  |  |
|------------------------|---|--|--|
| <p>Key<br/>Stage 2</p> | <p>The pupil can:</p> <ul style="list-style-type: none"> <li>- write for a range of purposes</li> <li>- use paragraphs to organise ideas</li> <li>- in narratives, describe settings and characters</li> <li>- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*</li> <li>- write legibly.1</li> </ul> | <p>The pupil can:</p> <ul style="list-style-type: none"> <li>- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>- in narratives, describe settings, characters and atmosphere</li> <li>- integrate dialogue in narratives to convey character and advance the action</li> <li>- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>- use verb tenses consistently and correctly throughout their writing</li> <li>- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted</li> <li>- commas and other punctuation to indicate direct speech)</li> <li>- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>- maintain legibility in joined handwriting when writing at speed.2</li> </ul> | <p>The pupil can:</p> <ul style="list-style-type: none"> <li>- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register</li> <li>- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> |
|------------------------|---|--|--|






Writing Knowledge and Skills Progression






|           | <b>Composition</b><br>  | <b>Punctuation</b><br>  | <b>Grammar</b><br>  | <b>Spelling</b><br>   | <b>Handwriting</b><br>  |
|-----------|--|--|--|--|--|
| Reception | <ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>   | <ul style="list-style-type: none"> <li>- Leave spaces between words</li> <li>- Begin to use full stops</li> </ul>  | Form lower-case (development matters)  | <ul style="list-style-type: none"> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>   | <ul style="list-style-type: none"> <li>- Develop fine motor skills</li> <li>- Holding a pencil correctly using nip, flip and grip</li> <li>- Write recognisable letters, most of which are correctly formed;</li> </ul>  |
| Year 1    |  <ul style="list-style-type: none"> <li>- Say out loud what they are going to write about.</li> <li>- Composing a sentence orally before writing it</li> <li>- Sequence sentences to make a short narrative</li> <li>- Sequence sentences in chronological order to recount and event or an experience</li> <li>- I can write different types of sentences (questions, statements and commands)</li> <li>- Write more than one sentence about an idea.</li> <li>- Re-read their writing to check it makes sense</li> <li>- Discuss their writing with their teacher and peers</li> <li>- Read aloud their writing confidently so it can be heard</li> </ul> |  <ul style="list-style-type: none"> <li>- Leave spaces between words</li> <li>- Join words and clauses using 'and'</li> <li>- Beginning to use capital letters and full stops consistently</li> <li>- Beginning to use ? and ! in my writing</li> <li>- Use capital letters for people, places, days of the week and 'I'.mostly correctly</li> <li>- Identify where capital letters and full stops are missing within sentences.</li> <li>- Use commas for a list.</li> <li>- Beginning to recognise how apostrophes are used for omission</li> </ul> |  <ul style="list-style-type: none"> <li>- Know what nouns and adjectives are and use them accurately.</li> <li>- Can recognise vowels and consonants.</li> <li>- Know regular plural nouns – s,es, e.g. dog, dogs.</li> <li>- Beginning to use a variety of sentence openers e.g. One day, In the afternoon ,</li> <li>- Join words and sentences using the conjunctions and, because, but, or.</li> <li>- Recognise how suffixes change the tense of a verb e.g. helping, helped</li> <li>- Know how the meaning of a word changes when the prefix un- is added, e.g. unhappy.</li> <li>- Beginning to understand these differences between past and present tense.</li> </ul> |  <ul style="list-style-type: none"> <li>- Spell words using speed sounds cards set 1</li> <li>- Spell words using speed sounds cards set 2</li> <li>- Spell words using speed sounds cards set 3</li> <li>- Correctly spell the year 1 common exception words</li> <li>- Spell the days of the week.</li> <li>- Name the letters of the alphabet in order</li> <li>- Use the spelling rule of adding -s or -es to make the plural of a noun</li> <li>- Add the prefix -un</li> <li>- Add -ing, -ed and -er to verbs where no change is needed to the root word: hunter, hunted, hunting</li> <li>- Add suffix -er and -est to adjectives where no change is made to the root word; grander, grandest</li> <li>- Write from memory simple sentences dictated by the teacher</li> </ul> |  <ul style="list-style-type: none"> <li>- Sit correctly at a table holding a pencil correct and comfortably</li> <li>- Begin to form lower case letters in the correct direction starting and finishing in the right place</li> <li>- Form capital letters</li> <li>- Form digits 0-9</li> <li>- Understand which letters belong to which families and to practise these</li> </ul> |






|   | <p style="text-align: center;"><b>Composition</b></p>    | <p style="text-align: center;"><b>Punctuation</b></p>    | <p style="text-align: center;"><b>Grammar</b></p>    | <p style="text-align: center;"><b>Spelling</b></p>   | <p style="text-align: center;"><b>Handwriting</b></p>    |
|---|---|---|---|---|---|
| <p style="text-align: center;">Year 2</p> | <ul style="list-style-type: none"> <li>- Write about personal experiences and those of others (real and fictional) with a positive attitude and stamina</li> <li>- Write poetry with a positive attitude and stamina</li> <li>- Write about real events with a positive attitude and stamina</li> <li>- Write for different purposes with a positive attitude and stamina</li> <li>- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</li> <li>- Writing down ideas/key words and new vocab</li> <li>- Use organizational features for non-fiction writing eg. Newspaper headlines etc.</li> <li>- Summarising what they want to say sentence by sentence.</li> <li>- Make simple additions and corrections to my writing by evaluating their writing with the teacher and other pupils</li> <li>- Proof read to check for errors in spelling, grammar and punctuation and make simple revisions and corrections</li> <li>- Re-read to check that their writing makes sense and that they have used the correct tense consistently and make simple additions and corrections to their writing</li> <li>- I can read aloud what I have written with appropriate intonation</li> </ul> | <ul style="list-style-type: none"> <li>- Use suitable spaces between the words</li> <li>- Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes</li> <li>- Beginning to use inverted commas to show speech.</li> <li>- Use apostrophes for contraction</li> </ul> | <ul style="list-style-type: none"> <li>- Learn to use expanded noun phrases to describe and specify e.g. the green grass.</li> <li>- Learn to use different forms of sentences: statement, question, exclamation, command.</li> <li>- Use subordinating and co-ordinating clauses linked by when, if, that, because or, and, but</li> <li>- Beginning to recognise different sentence structures – simple, compound, complex and sometimes vary these in writing.</li> <li>- Understand that conjunctions can come at the beginning of a sentence.</li> <li>- Form nouns using suffixes such as –ness, –er.</li> <li>- Know how the meaning of a word changes when adding suffixes to adjectives – ful, -less.</li> <li>- Turn adjectives into adverbs using –ly, -est, -er.</li> <li>- Recognise and create compound words [eg, whiteboard, superman]</li> <li>- Use the past and present tense correctly and consistently.</li> <li>- Use the progressive form of verbs in the present and past tense (e.g. she is drumming, he was shouting)</li> <li>- Recognise that verbs indicate tense and am able to change as appropriate.</li> <li>- Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting.</li> <li>- Use connectives that signal time eg. Than, next, after, before</li> <li>- Use alliteration and have begun to try to use similes</li> </ul> | <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones</li> <li>- spell almost all year 1 and 2 common exception words accurately</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular), for example, the girl's book</li> <li>- distinguishing between homophones and near homophones</li> <li>- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'</li> <li>- applying spelling rules and guidelines, as listed in English Appendix 1</li> <li>- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> | <ul style="list-style-type: none"> <li>- Form lower case letter of the correct size and relative to each other</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another</li> <li>- Use spacing between words that reflect the size of letters</li> </ul> |

|   | <p style="text-align: center;"><b>Composition</b></p>    | <p style="text-align: center;"><b>Punctuation</b></p>   | <p style="text-align: center;"><b>Grammar</b></p>    | <p style="text-align: center;"><b>Spelling</b></p>   | <p style="text-align: center;"><b>Handwriting</b></p>    |
|---|---|--|---|---|---|
| <p style="text-align: center;">Year 3</p> | <ul style="list-style-type: none"> <li>- Look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.</li> <li>- Discuss and record ideas using the drafting process (magpie grids, boxing up, text/ story mapping)</li> <li>- Compose and rehearse sentences orally building a varied and rich vocabulary and range of sentence structures.</li> <li>- Organise paragraphs around a theme.</li> <li>- Develop setting, character and plot in narrative.</li> <li>- Use organisational devices in non-fiction, e.g. captions, headings and subheadings</li> <li>- Assess the effectiveness of their own and others writing and suggest improvements.</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- Check spelling and punctuation.</li> <li>- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>- Adapt form and style for purpose.</li> <li>- Read their own writing aloud to a group or whole class confidently and with meaning.</li> </ul> | <ul style="list-style-type: none"> <li>- Use capital letters, full stops, ? and ! consistently.</li> <li>- Explain where capital letters, full stops? and ! are needed and why.</li> <li>- Use commas after simple fronted adverbials i.e. next, first, later</li> <li>- Consistently use apostrophes for omission and singular possession.</li> <li>- Beginning to punctuate direct speech with inverted commas accurately and consistently.</li> <li>- Beginning to use bullet points for a list.</li> </ul> | <ul style="list-style-type: none"> <li>- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- Use compound sentences using a range of connectives (and, but, so, because, then, when)</li> <li>- Using the present perfect form of verbs in contrast to the past tense</li> <li>- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> <li>- Using fronted adverbials</li> <li>- Use commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with single and plural nouns</li> <li>- Using and punctuating direct speech</li> <li>- Use adjectives and adverbs to make simple sentences more descriptive</li> <li>- Use a sentence of three for description</li> <li>- Use boastful words in writing (eg. Magnificent, exciting, amazing)</li> </ul> | <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add to them.</li> <li>- Spell further homophones</li> <li>- Spell words that are often misspelt.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and I words with irregular plurals</li> <li>- Use the first 2 or 3 letters of a word to check its spelling in the dictionary</li> <li>- Write from memory simple sentences, dictated but the teacher, that include words and punctuation taught so far</li> <li>- proofread for spelling errors</li> <li>- learn Year 3 and 4 common exception words</li> <li>- identify the root in longer words</li> <li>- Make analogies from a word already known to apply to an unfamiliar word</li> </ul> | <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined</li> <li>- Increase the legibility, consistency and quality of their handwriting.</li> </ul> |



|   | <p style="text-align: center;"><b>Composition</b></p>    | <p style="text-align: center;"><b>Punctuation</b></p>   | <p style="text-align: center;"><b>Grammar</b></p>    | <p style="text-align: center;"><b>Spelling</b></p>    | <p style="text-align: center;"><b>Handwriting</b></p>    |
|---|---|--|---|--|---|
| <p style="text-align: center;">Year 4</p> | <ul style="list-style-type: none"> <li>- Look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.</li> <li>- Discuss and record ideas using the drafting process.</li> <li>- Compose and rehearse sentences orally building a varied and rich vocabulary and range of sentence structures.</li> <li>- Use a story or text map and box up my plan into sections</li> <li>- Use a range of sentences with more than one clause</li> <li>- Use long or short sentences to either add description or develop pace</li> <li>- Organise paragraphs around a theme.</li> <li>- Develop a clear structure, setting, character and plot in narrative.</li> <li>- Use organisational devices in non-fiction and use language choice appropriate to the text type, e.g. captions, persuasive techniques, organisation of paragraphs in discussions.</li> <li>- Assess the effectiveness of their own and others writing and suggest improvements.</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- Check spelling and punctuation.</li> <li>- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>- Adapt form and style for purpose.</li> <li>- Read their own writing aloud to a group or whole class confidently and with meaning.</li> </ul> | <ul style="list-style-type: none"> <li>- Use capital letters, full stops, ? and ! consistently.</li> <li>- Identify and explain where punctuation is used correctly and incorrectly, e.g. , , ? ! and “ ”.</li> <li>- Use commas after fronted adverbial phrases consistently</li> <li>- Use commas after a reporting clause</li> <li>- Use apostrophes to indicate singular and plural possession and for contractions.</li> <li>- Inverted commas and other punctuation within direct speech.</li> <li>- Use bullet points for a list.</li> <li>- Beginning to use a colon to introduce a list</li> <li>- Beginning to use ellipses to build tension.</li> <li>- Able to recognise and use layout devices eg headings and subheadings</li> </ul> | <ul style="list-style-type: none"> <li>- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- Using the present perfect form of verbs in contrast to the past tense</li> <li>- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause</li> <li>- Use fronted adverbials eg. Later that day, I went shopping</li> <li>- I can use expanded noun phrases with modifying adjectives and prepositional phrases</li> <li>- indicating possession by using the possessive apostrophe with single and plural nouns</li> <li>- Using and punctuating direct speech</li> <li>- Use 'ed' and 'ly' words as starters in complex sentences (Frightened, Jayqwan ducked behind the stack of broken crates)</li> <li>- Use prepositions accurately</li> <li>- Use adjectives and adverbs to embellish simple sentences</li> <li>- Make improvements by proposing changes to grammar and vocabulary to improve consistency</li> <li>- Know the terminology determiner, pronoun, possessive pronoun, adverbial</li> </ul> | <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add to them eg. -ation, ous, ion, ian</li> <li>- Spell further homophones. Accept and except, whose and who's</li> <li>- Spell words that are often misspelt.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and I words with irregular plurals</li> <li>- Use the first 2 or 3 letters of a word to check its spelling in the dictionary</li> <li>- Write from memory simple sentences, dictated but the teacher, that include words and punctuation taught so far</li> <li>- proofread for spelling errors</li> <li>- learn Year 3 and 4 common exception words</li> </ul> | <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.</li> <li>- Increase the legibility, consistency and quality of their handwriting</li> </ul> |

|   | <p style="text-align: center;"><b>Composition</b></p>   | <p style="text-align: center;"><b>Punctuation</b></p>    | <p style="text-align: center;"><b>Grammar</b></p>   | <p style="text-align: center;"><b>Spelling</b></p>    | <p style="text-align: center;"><b>Handwriting</b></p>    |
|---|--|---|--|--|---|
| <p style="text-align: center;">Year 5</p> | <ul style="list-style-type: none"> <li>- Can identify the audience and purpose for writing and select the appropriate form with guidance, using models.</li> <li>- Noting and developing initial ideas, drawing on reading and research.</li> <li>- Write in a range of styles appropriate to the task (persuasive, discursive, report, explanation, narrative, poetry, instructional...)</li> <li>- In writing narratives consider how authors have developed character and setting in what they have read, seen and/or heard/performed</li> <li>- Describe setting and characters and use dialogue to convey character and advancing action</li> <li>- Precising longer passages</li> <li>- I can organise writing into paragraphs to show different information or events.</li> <li>- Use a wide range of devices to build cohesion within and across paragraphs using different narrative devices.</li> <li>- Use organisational and presentational devices to structure a text. E.g. subheadings.</li> <li>- Can assess the effectiveness of my own and others' writing,</li> <li>- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- Ensuring the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- Proof-read for any errors in punctuation and spelling</li> <li>- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> <li>- Using hyphens to avoid ambiguity</li> <li>- Using brackets, dashes or commas to indicate parenthesis</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>- Using a colon to introduce a list</li> <li>- Punctuating bullet points consistently</li> </ul> | <ul style="list-style-type: none"> <li>- Always write in the correct tense</li> <li>- Recognising vocabulary structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Using passive verbs to affect the presentation of information in a sentences</li> <li>- Using the perfect form of verbs to mark relationship of time and cause</li> <li>- Using expanded noun phrases to convey complicated information concisely</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- learning the grammar in Appendix 2:</li> <li>- Use a full range of conjunctions in complex sentences</li> <li>- Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> </ul> | <ul style="list-style-type: none"> <li>- I can choose a range of spelling strategies</li> <li>- Use further prefixes and suffixes and understand the guidance for adding them</li> <li>- Spell some words with silent letters eg. Knight, psalm, solemn</li> <li>- Continue to distinguish between homophones and other words which are often confused</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of the words needs to be learnt specifically, as listed in Appendix 1</li> <li>- Use dictionaries to check the spelling and meaning of words</li> <li>- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- Use a thesaurus</li> <li>- Learn year 5 and 6 common exception words</li> </ul> | <p>Pupils should be taught to write legibly, fluent and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited to the task</li> </ul> |

|   | <p style="text-align: center;"><b>Composition</b></p>    | <p style="text-align: center;"><b>Punctuation</b></p>   | <p style="text-align: center;"><b>Grammar</b></p>    | <p style="text-align: center;"><b>Spelling</b></p>    | <p style="text-align: center;"><b>Handwriting</b></p>   |
|---|---|--|---|--|--|
| <p style="text-align: center;">Year 6</p> | <ul style="list-style-type: none"> <li>- Identifying audience and purpose for writing selecting the appropriate form and using other similar writings as models for their own</li> <li>- Noting and developing initial ideas, drawing on reading and research.</li> <li>- Write in a range of styles appropriate to the task (persuasive, discursive, report, explanation, narrative, poetry, instructional...)</li> <li>- Writing narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- Precising longer passages</li> <li>- Use a wide range of devices to build cohesion within and across paragraphs</li> <li>- Write paragraphs with a topic sentence which clearly signals a change in, for example, subject, time, place, event</li> <li>- Sustain and develop main ideas logically in narratives and non-narrative writing</li> <li>- Add well-chosen detail to interest, persuade, or inform the reader in both non-narrative and narrative forms</li> <li>- Using further organisational and presentational devices to structure text and to guide the reader</li> <li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- Evaluate and edit by assessing the effectiveness of their own and others writing</li> <li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and chopping the appropriate register</li> <li>- Proofread for spelling and punctuation errors</li> <li>- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> <li>- Using hyphens to avoid ambiguity</li> <li>- Using brackets, dashed or commas to indicate parenthesis</li> <li>- Using semicolons, colon or dashes to mark boundaries between independent clauses</li> <li>- Using a colon to introduce a list</li> <li>- Punctuating bullet points consistently</li> <li>- Use direct and reported speech and punctuate it accurately</li> </ul> | <ul style="list-style-type: none"> <li>- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</li> <li>- Use a range of sentence starters to create specific effects eg. Adverbials, conjunctions, ing, ed</li> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Securely use complex sentences with a range of conjunctions</li> <li>- Using passive verbs to affect the presentation of information in a sequence</li> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> <li>- Using expanded noun phrases to convey complicated information concisely</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied or relative pronoun</li> </ul> | <ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand the guidance for adding them</li> <li>- Spell some words with silent letters</li> <li>- Continue to distinguish between homophones and other words which are often confused</li> <li>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,</li> <li>- Use dictionaries to check the spelling and meaning of words</li> <li>- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- Use a thesaurus</li> <li>- Learn year 5 and 6 common exception words</li> <li>- Use a range of spelling strategies</li> </ul> | <p>Pupils should be taught to write fluently, legibly and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- Choosing which shape of a letter is use when given choices and deciding whether or not to join specific letters</li> <li>- Choosing the writing implement that is best suited for a task</li> </ul> |