Writing Long Term Plan

The English curriculum seeks to equip pupils with a strong command of spoken and written language in readiness for their next phase in education and to be successful life- long learners and participants in society. We acknowledge the importance of English within each subject of the primary curriculum, and believe that a depth of learning secured within all aspects of this core subject, enables access to the full breadth of a rich and vibrant curriculum, and broadens pupils' experiences.

The English curriculum aims to develop effective communication skills so pupils can speak and write fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The writing sequence aims to develop competence in both aspects. Pupils are taught to express their ideas in a range of written genres, develop a strong awareness of audience, purpose and context and use a wide range of vocabulary and grammar appropriately. This document aims to support teachers' subject knowledge of writing, as well as planning for the smaller components of writing.

Bold objectives	These are core learning which must be secured. Some of these have been broken into smaller steps. Some bold objectives are repeated before than once; the initial teaching will not be bolded.
Highlighted objectives	These must be secured to automaticity.
Non-bolded objectives	These may be small steps to achieve a bold objective, or the initial teaching of a bold objective.
Gaps	This content is to be completed at school level.
MTPs	Expected school-level adaptations

WRITING LONG TERM PLAN

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: planning	• say a complete sentence aloud before writing • remember the sentence they have said aloud before writing	• say out loud what they are going to write about • arrange ideas in sequence • use a simple given planning tool e.g. a story map, washing line • produce a simple flow chart to orally describe a process	• plan what they are going to write about • plan to use key words and new vocabulary in writing • use a simple given planning tool e.g., a story grid • produce a flow chart after a practical activity • understand the purpose for their writing	• understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar • discuss and record ideas and vocabulary • identify the audience and purpose for their writing • use a simple given planning tool e.g., basic genre snippet*	• identify independently what can be learnt from the structure, vocabulary and grammar of writing similar to that which they are planning to write • find, identify and draw on examples of how authors have developed characters and settings • use a wider variety of planning tools linked to genre, e.g. post- it planning for paragraphing • rehearse dialogue	• plan and select the appropriate form suited to the given audience and purpose • note and develop initial ideas, drawing on reading of other authors, and research • decide most efficient planning tools/methods to use	• independently identify audience and purpose while planning, deciding appropriate form and register • independently identify compositional skills required linked to genre • when writing narratives, plan development of characters and setting to fit purpose and context
Oral and written composition: drafting	• remember a sentence they have said aloud before writing. • use clearly identifiable letters to write a word that can be read by others • write phrases that can be read by others, in meaningful contexts • write short sentences that can be read by others, in meaningful contexts	• compose and rehearse a sentence orally • Know and use the different form of the irregular verb 'to be' (was, were, is, are, am, be) • sequence sentences • refer to given planning to ensure sequence of ideas	• encapsulate what they want to say, sentence by sentence • write narratives about personal experiences and those of others (real and fictional). • know that narratives include extra details to interest the reader. • write about real events.	• follow their own notes and plan • create settings, develop characters, and develop plots in narratives. • develop an exchange of dialogue between two characters • describe real and imaginary settings using varied and rich vocabulary. • describe real and imaginary characters using varied and rich vocabulary.	• select appropriate vocabulary from planning, understanding how choices can change and enhance meaning • select appropriate grammar from planning, understanding how choices can change and enhance meaning. • use similes and metaphors to enhance description • use action beats to add appropriate detail to dialogue	• select appropriate, grammar understanding how choices can change and enhance meaning	• precis longer paragraphs • use appropriate structure, organisation and layout for the form of writing • use the appropriate register for formal and informal purposes • use vocabulary typical of formal and informal speech and writing.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: evaluate and edit	• re-read sentence to check itmakes sense • listen to or state an idea to improve writing in conversation or discussion	• re-read what they have written to check it makes sense • read aloud their writing clearly enough to be heard by their peers and teacher • discuss what they have written with the teacher or other pupils	• re-read to check that verbs to indicate time are used correctly and consistently • read aloud their writing with appropriate intonation to make their writing clear • evaluate their writing with the teacher or other pupils and make additions, revisions or corrections	• proof read to check for spelling and punctuation errors • assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency	• ~~proof read to check for spelling and punctuation errors~~ • use different strategies when proofreading for spelling and punctuation • Assess the effectiveness of their own and others' writirng and suggest improvements • Propose changes to vocabulary to improve consistency • Propose changes to grammar, including appropriate choice of pronoun	• ensure consistent and correct use of tense • ensure correct subject verb agreement • proof read throughout the writing process to check for spelling and punctuation errors • in their own and others' writing, propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect	• proof read to check for spelling and punctuation errors, independently, and appropriate to task • propose changes to distinguish between the language of speech and writing, choosing the appropriate register • adapt and refine grammar and vocabulary , to enhance meaning
Word structure and word class		• use plurals - s -es correctly in terms of the meaning of the word • use suffixes ing -ed -er and -est where there is no change to the root word • use prefix un- for negation • build compound words from known words	• use the suffixes -ness and -ment (to form nouns). • use the suffixes -ful and -less to form adjectives. • use –ly to turn adjectives into adverbs for description • use adjectives to describe a noun	• use noun prefixes- see spelling appendix 1 • use a/an according to noun • identify word families related to common words, and use in context	• understand the difference between plural and possessive 's' • understand the difference between standard English forms of verb inflections, compared to local spoken form (e.g. was/were, done/did, ain't/am not/is not, gonna/going to), and use in context	• convert nouns or adjectives to verbs using suffixes • use verb prefixes • identify further differences between standard English forms of verb inflections, compared to local spoken form (e.g. would have/would of, I was sitting/I was sat, I was standing/I was stood), and use in context	• understand the difference between vocabulary for informal speech and formal speech and writing, and use in context • understand how words are related by meaning as synonyms and antonyms, and use in context
Phrase and Sentence structure	• break the flow of speech into words • write own name, labels and ~~captions~~ phrases • write short sentences ~~with~~ containing words with known sound-letter correspondences using a capital letter and full stop	• understand how words combine to make sentences • use the 7 different regular sentence structures • join words or clauses using 'and' • use 'and' to join two simple sentences	• know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating. • write sentences using 'but', 'so', 'or' to join clauses. • write sentences using 'when', 'if', 'that', because' to join clauses. • use noun phrases for description and specification • identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command	• identify the main and subordinate clauses in sentences • use subordinate conjunctions to express time e.g., when, before, after, while, once, as soon as • use subordinate conjunctions for cause and effect e.g., because, as, since, therefore • use subordinate conjunctions for conditional sentences e.g., if, unless • Use adverbs to show how, when and where something happened • Use prepositions to give more information about where or when • use nouns and pronouns to avoid repetition	• expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • use fronted adverbials • use phrases linked to subordination, e.g. so that, even though. • use conjunctions to show comparisons e.g., although, even though, though, whereas • use subordinate conjunctions to indicate place e.g., where, wherever • use subordinate clauses at the start and end of sentences.	• use relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun • indicate degrees of possibility with adverbs and modal verbs	• use passive voice to affect the presentation of information in a sentence • show difference between formal structures and informal structures, through the use of question tags and subjunctive form
Text structure		• sequence sentences to form a retelling • sequence sentences to form a recount	• sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional) • use present progressive to mark actions in progress • use past progressive to mark actions in progress.	• in non-narrative use simple organisational devices, such as headings and sub-headings • use paragraphs to group related sentences • use paragraphs to show change in place or time • use present perfect form of verbs instead of simple past • Use the correct layout for dialogue	• identify structure, suitable for the given audience and purpose • in non-narrative, select appropriate simple organisational devices • use paragraphs to organise ideas around a theme	• in narratives, integrate dialogue to convey character and advance the action • use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining • build cohesion within and across paragraphs using: • conjunctions and tense choice • build cohesion within and across paragraphs using: - adverbials of time - adverbials of place - adverbials of number	• ~~across the full range of narratives,~~ select methods to describe settings, characters and atmosphere, and integrate dialogue • select appropriate organisational and presentational devices for effect, to structure text and guide the reader • choose cohesive devices to build cohesion within and across paragraphs

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	• use a capital letter at the start of a sentence • separate words with spaces • use a full stop at the end of a sentence	• use capital letters for names of people and personal pronoun I • use capital letters at the start of sentences • use capital letters for days of the week • use spaces between words • use full stops to end sentences • use question marks	• use commas to separate items in a list • use apostrophe for contractions • use apostrophe for singular possession • use exclamation marks • use question marks • understand that an exclamation mark is used at the end of an exclamatory sentence. • use capital letters for months of the year.	• use inverted commas to punctuate direct speech • use apostrophe for regular plural possession	• use other punctuation to indicate direct speech • use apostrophe for irregular plural possession • use comma to mark fronted adverbials • use a comma after a subordinate clause at the start of a sentence	• use brackets to indicate parenthesis • use dashes to indicate parenthesis • use commas to indicate parenthesis • use commas to clarify and avoid ambiguity	• use semi-colon, colon and dash to mark clauses • use colon to introduce a list • use semicolon within lists • use bullet points to list information • use hyphen to avoid ambiguity • use ellipsis
Spelling	• segment the sounds in simple words for spelling • link sounds to letters, naming and sounding the letters of the alphabet • spell words by identifying sounds in them and representing the sounds with a letter or letters • orally segment the sounds heard in words • write taught common exception words that are spelt correctly (a, I, the) • write taught common exception words that are spelt correctly (to, no, go, into, my) • write taught common exception words that are spelt correctly (put, of, as, his)	• spell words with 40+ phonemes • spell all year 1 common exception words • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings • use rule to spell -s and -es plurals • write dictated sentences with sounds and words learnt • correctly spell words with the –un prefix • write words using suffix -ing -ed -er and -est where there are no changes to the root word	• segment spoken words into phonemes and represent these with graphemes • learn new ways for spelling phonemes for which one or more spellings are already known • spell Year 2 homophones and near homophones • spell Year 2 common exception words • spell all days of the week. • spell contracted word forms (apostrophes) • add suffixes -ment, -ness, -ful, -less, -ly • write dictated sentences, using GPCs, words and punctuation learnt	• spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3) • spell further homophones (see appendix for which in Year 3) • spell words that are often misspelt (see appendix for which in Year 3) • write from memory simple dictated sentences, including Y3 taught words and punctuation	• spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 4) • spell further homophones (see appendix for which in Year 4) • spell words that are often misspelt (see appendix for which in Year 4) • write from memory simple dictated sentences, including Y4 taught words and punctuation	• spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 5) • distinguish between Year 5 homophones and other words that are often confused (see appendix for Year 5 content) • independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically	• spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 6) • distinguish between Year 6 homophones and other words that are often confused (see appendix for Year 6 content) • spell words with silent letters • use knowledge of a word's origin to support spelling e.g. Greek aer (air), Greek -logia (ology – study of), Latin insul (island)
Dictionary Use	• know the alphabet song	• name the letters of the alphabet in order		• use first two letters to find words in a junior dictionary • use a thesaurus			
Handwriting	• develop core muscle strength to achieve support posture when sitting at a table or sitting on the floor. • hold a pencil in tripod grip in preparation for fluent writing • use a range of small tools, including scissors, paint brushes and cutlery • show accuracy and care when drawing • form lower case letters correctly using print or in line with the school's handwriting progression • develop the foundations of a handwriting style which is fast, accurate and efficient • separate words with spaces	• sit correctly at a table, hold a pencil using a tripod grip • form all lower-case letters using print or in line with the school's handwriting progression • form all capital letters • form digits 0-9 • know which letters belong to which handwriting families	• form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters • write digits of the correct size and orientation	• use the diagonal and horizontal strokes that are needed to join letters, • increase the legibility, consistency of their handwriting	• ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch • understand which letters, when adjacent to one another, are best left unjoined	• increase speed when writing legibly and fluently • decide whether or not to join specific letters	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology Refer to glossary for the programmes of study for English https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf	capital letter full stop sentence spaces	singular plural punctuation question mark exclamation mark tense (regular) (irregular) (subject) (verb) (phrase)	noun noun phrase statement question exclamation command compound suffix adjective adverb verb past tense present tense present progressive past progressive (coordinating conjunction) (main clause)	preposition conjunction word family prefix (main) clause subordinate clause direct speech inverted commas (speech marks) consonant consonant letter vowel vowel letter paragraph present perfect heading sub-heading	determiner pronoun possessive pronoun adverbial reporting clause formal informal expanded noun phrase	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity rhetorical question (cohesive device)	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points (independent clause) (dependent clause) subjunctive

EYFS: Reception Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Composition: planning	**Say a complete sentence aloud before writing.** - break the flow of speech into words. - count the number of words in a sentence. - talk in sentences of four* words or more. (simple present and simple past) - talk in sentences of six* words or more. (simple present and simple past) - orally compose a sentence that includes descriptive words. (e.g. as a complement) **Remember the sentence they have said aloud before writing.**	"I liked it when he ran away." ** Schools with EAL should make this step smaller e.g. sentence of 4 words, then 5 words.* 'The car is red.'
Oral and written composition: drafting	**Remember a sentence they have said aloud before writing** - use the correct tense when speaking especially with irregular verbs - use 'and' in an oral sentence to extend ideas - use' because' in an oral sentence to give a reason - describe events and objects using picture prompts - retell simple stories - orally retell the whole of a familiar story **Use clearly identifiable letters to write a word that can be read by others.*** **Write phrases that can be read by others, in meaningful contexts** -say a short phrase aloud before writing (in response to a prompt) **Write short sentences that can be read by others, in meaningful contexts.** **-**sentences end with a full stop	This would be early in reception before children have learnt to form all letters correctly. *in line with the school's phonics progression and spelling progression A group of words, two or more e.g. really fast, tall man (usually containing a noun phrase or a verb phrase) Subject + verb – The dog ran. Subject + verb + complement – The dog is hairy. Subject + verb + object – The dog has a ball. Subject + verb + adverbial – The dog is on the chair.
Composition: evaluate and edit	**Re-read a sentence to check it makes sense** - understand that writers read and re-read their writing to check it makes sense. **Listen to or state an idea to improve writing in conversation or discussion.** - edit with a teacher to make phonetically plausible attempts at words. - edit with a teacher to make simple additions. - identify specific successes in their writing, with adult support.	I have a bus. 'Tell me the colour of your bus?' 'Shall we add that to your writing?' The bus is blue. e.g. identify a diagraph in their writing
Word structure and word class	- use 'I' in speech when talking about themselves. - use past tense verbs; ran, walked, drank, fell, sat, jumped found in speech - use 'went' as past tense of go	

EYFS: Reception
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Phrase and sentence structure	**Break the flow of speech into words.** **Write own name, labels and ~~captions~~ phrases** - know that their name starts with a capital letter. - write a capital letter at the start of own name. - label pictures - write words that can be read by others, in meaningful contexts - write simple phrases that can be read by others **Write short sentences containing words with known sound-letter correspondences** using a capital letter and full stop. - write short sentences that can be read by others. - write short sentences that end with a full stop - write sentences beginning with 'I'.	Subject + verb – The dog ran. Subject + verb + complement – The dog is hairy. Subject + verb + object – The dog has a ball. Subject + verb + adverbial – The dog is on the chair. *Pupils do not need to know the vocabulary of verbs and tenses.* Teacher: Today I cook. Yesterday I cooked. Tomorrow I will cook. Child: I goed to the shop Teacher: I went to the shop. ran, walked, drank, fell, sat, jumped, found'
Punctuation	**Use a capital letter at the start of a sentence.** -form capital letters T, I, M **Separate words with spaces** -between 2 words -between every word **Use a full stop at the end of a sentence.** - understand that the purpose of a full stop is to end an idea.	Teach capital letters that align with sentence structures you would teach. Typically children will need I for personal pronoun, T for 'the' and M for 'my'.
Spelling, including dictionary use	**Orally segment sounds heard in words.** **Segment the sounds in simple words for spelling** - spell words by identifying sounds in them and representing the sounds with a letter or letters. **Link sounds to letters, naming and sounding the letters of the alphabet.** **Spell words by identifying sounds in them and representing the sounds with a letter or letters.** - represent initial sounds, using taught phonics. - represent the initial sound and identify subsequent sounds in sequence (left to right) - use digraphs when writing words *e.g. ng, nk.* - write the sounds in CVC words in the correct order. - spell words using correct GPCs. - write phonetically plausible attempts at multisyllabic words. -identify the part of common exception words where there is an unexpected GPC. -write taught common exception words that are spelt correctly. **Write taught common exception words that are spelt correctly – a, I, the** **Write taught common exception words that are spelt correctly – to, no, go, into, my** **Write taught common exception words that are spelt correctly – put, of, as, his** **Spell 'went' as the past tense of go** **Know the alphabet song**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.* Model and correct common misconceptions: think (for thing), wet (for went). the said

EYFS: Reception
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Handwriting	**Develop core muscle strength to support good posture when sitting at a table or sitting on the floor.** - know, when writing at a table, to sit on a chair with both feet flat on the floor. - know, when writing at a table, to sit on a chair with their back against the back of the chair - know, when writing at a table, to sit on a chair with hips directly under shoulders. - know, when writing at a table, to have their elbow and forearm on table. - Know, when writing at a table, a what a good position for writing looks like **Hold a pencil in tripod grip in preparation for fluent writing.** - grip a pencil between two fingers and thumb. - use a comfortable grip with good control when holding pens and pencils. - use one dominant for writing. **Use a range of small tools, including scissors, paint brushes and cutlery.** **Show accuracy and care when drawing** - colour within the lines. - draw common shapes, e.g. a circle, square and triangle. - draw simple representations of common objects. - explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs. **Form lower case letters correctly using print or in line with the school's handwriting progression.** **Develop the foundations of a handwriting style which is fast, accurate and efficient.** - make clockwise and anti-clockwise movements with a writing implement - use the correct starting point for letter families. - move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). - show the difference in size between lower case and know upper-case letters. - show clear ascenders and descenders. - write letters of a similar size. - keep the pencil on the page to create a continuous line, e.g. when writing 'a'. **Separate words with spaces.**	**See school handwriting progression linked to phonics and handwriting schemes* Refer to school's handwriting phrases or rhymes
Terminology	**capital letter, full stop, sentence, space (between words), phrase**	

Year One Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Composition: planning	**Say out loud what they are going to write about.** - use real life experiences as a starting point for writing. **Use the past tense when retelling stories or recounting experiences** **Arrange ideas in sequence**. - plan their writing using pictures or drawings to help sequence ideas. - use known stories as a starting point for writing. **Use a simple given planning tool.** **Produce a simple flow chart to ~~orally~~ describe a process.**	Order pictures A story map, washing line, box up Give 4 pictures of seasons and ask children to order these with arrows and then write a sentence next to each one.
Oral and written composition: drafting	**Compose and rehearse a sentence orally**. -know and use the different forms of 'to have' (has, had) -use common regular past tense (walk, walked, jump, jumped) spelt correctly -use common irregular past tense verbs (go/went, see/saw, run/ran, write/wrote, swim/swan, eat/ate) **Know and use the different forms of the irregular verb to be (was, were, is, are, am, be)** **Sequence sentences.** - sequence sentences to form a recount - sequence sentences to form a short narrative - use familiar story language in their own writing. - use known language to support sequencing. **Refer to given planning to ensure sequence of ideas** - know that a recount is in time order. - know that instructions often have numbers to show the order of the steps.	Use adults to correct children with mistakes Once many years ago… Jack crept up the beanstalk… One of the turnips grew and grew and grew…
Composition: evaluate and edit	**Re-read what they have written to check it makes sense** -work with a teacher to edit and re-read what they have written - understand that when something makes sense it is clear and coherent. - remove extra words or add missing words from sentences so that they make sense. - change words if the wrong word has been used. - add missing full stops to the end of sentences. - add missing capital letters for the start of sentences and proper nouns. **Read aloud their writing clearly enough to be heard by their peers and teacher** **Discuss what they have written with the teacher or other pupils** - discuss their writing with the teacher to make changes. - discuss what they have written using given sentence starters. - re-read a given sentence and change spelling or punctuation	'The best word I've used is…' 'My handwriting is good because…'

Year One
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Word structure and word class	**Use plurals - s -es correctly in terms of the meaning of the word** - **k**now that singular means one and plural is more than one. - know that adding -s to a noun makes it plural. - know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural. **Use suffixes -ing -ed -er and -est where there is no change to the root word** - know that -er and -est are used when comparing. - know that adding –ed or –ing changes the tense of a verb. **Use prefix un- for negation** - know that when the prefix un- is added to a word it changes the meaning to be the opposite. **Build compound words from known words** -know that a noun is the name of a person, place or thing; that sometimes a noun can be called a subject. -know that a proper noun is the name of a specific person or place and starts with a capital letter. -know that a pronoun is used instead of a noun, or group of nouns. -understand and use regular verbs in simple present tense. -know that a verb is a 'doing/action' word, or a 'state of being' word. Use adjectives to describe a noun. Know that adjectives describe nouns.	1 cat, 2 cats Cats- The cats were sleeping 1 bus, lots of buses Buses- The buses arrived. Jump, jumping, The frog is jumping. Jump, jumped, The rabbit jumped. Tall, taller, My brother is taller than me. Tall, tallest, My friend is the tallest in the class. foot + ball = football Sarah, garden, school, Tesco, table, dog have, love, like, be, hate jump, jumped, jumping, jumper He has a basketball.
Sentence structure	**Understand how words combine to make sentences.** - know that a simple sentence (clause) is made up of a subject (noun) and a verb. - know that sometimes a sentence can have a bit more. - know the structures of different regular statements. - write simple regular statements. - write irregular statements. **Use the 7 different regular sentence structures** -identify 7 different sentences types -know that there are 7 regular sentences types and use these when writing - identify regular and irregular sentence types - know that not all sentences are regular -write irregular sentences **Join words or clauses using 'and'.** - use 'and' to add an additional word. - use 'and' to add an additional phrase. **Use 'and' to join two simple sentences.**	*1. Subject + verb* Hilary yawned. *2. Subject + verb + object* Hilary opened the door. *3. Subject + verb + complement* Hilary was ready. *(complements the verb)* *4. Subject + verb + adverbial* Hilary was in London. Hilary was on a road. *5. Subject + verb + object + object* Hilary gave me a pen. *6. Subject + verb + object + adverbial* Hilary put the box on the table. *7. Subject + verb + object + complement* Hilary got my shoes wet. **Teacher to model using the word clause interchangeably with sentence.* a) *add another object*: I like peas and carrots. a) *add another subject:* Sarah and Lucy went to the café. b) He wore trousers and a woolly jumper. c) He was tall and hairy. d) I play football and I play netball.
Text structure	**Sequence sentences to form a retelling** **Sequence sentences to form a recount** - write sentences in the simple present tense. - write sentences in the simple past tense. - use common irregular past tense verbs. - know and use the different forms of the irregular verb 'to be' (was, were, is, are, am, be). - know and use the different forms of the 'to have' (has, had).	go (went), eat (ate), swim (swam), write (wrote)

Year One Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Punctuation	**Use capital letters for names of people and the personal pronoun 'I'.** **Use capital letters at the start of sentences.** **Use capital letters for the days of the week.** **Use spaces between words.** - separate words with spaces of a roughly consistent size. **Use full stops to end sentences.** **Use question marks.** - understand that a question mark is used at the end of a sentence to show that it is a question. - understand that a question mark replaces a full stop. -recognise that an exclamation mark shows emotion - recognise that exclamation marks can be used with irregular sentences - know that an exclamation mark replaces a full stop	. Do you feel ok Beegu? Are you sad? My favourite bit was lunch! Help me!
Spelling, including dictionary use	**Spell words with 40+ phonemes.** **Spell all year 1 common exception** **words**. **Name the letters of the alphabet in order.** **Use letter names to distinguish between alternative spellings.** **Use rule to spell -s and -es plurals** **Write dictated sentences with sounds and words learnt.** **Correctly spell words with the un- prefix.** **Write words with the suffixes -ed and –ing, where there are no changes to the root word.** **Write words with the suffixes -er and –est, where there are no changes to the root word.** divide words into syllables.	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.* Cover Y1 National Curriculum words as well as those within your school's phonics programme. Children to say the letter names for spelling not the sound. E.g it should be /a//i/ I love your cats. The foxes were in the garden at night. unhappy, undo, unkind, untie, unlock played, playing, eating, jumped, jumping, painted, painting fast, faster, fastest, big, bigger, biggest, small, smaller, smallest
Handwriting	**Sit correctly at a table, holding a pencil comfortably and correctly using a tripod grip.** **Form lower case letters using print or in line with the school's handwriting progression.** -form letters in the correct direction, starting and finishing in the right place. - form letters that sit on the line **Form all capital letters,** starting at the top. -form capital letters with the correct size and orientation to lower case letters **Form digits 0-9.** **Know which letters belong to which handwriting 'families'.**	**See school's handwriting progression linked to phonics and handwriting schemes*
Terminology	**singular, plural, punctuation, question mark, exclamation mark, tense, (regular), (irregular), (verb), (phrase), (subject)**	

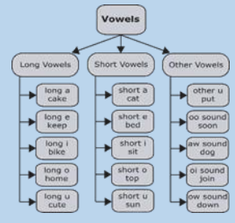
Year Two Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Composition: planning	**Plan what they are going to write about.** Write down ideas in note form.(individual words or phrases) Compose and rehearse sentences orally, including dialogue and changing notes into sentences. **Plan to use key words and new vocabulary in writing.** -write down key words/vocab to include in their own writing **Use a simple given planning tool.** **Produce a flow chart to show a process or after a practical activity.** **Understand the purpose of their writing.** -know that the purpose is the reason for writing. -know the purpose of writing.	Use scaffolded planning techniques as taught to record key ideas and vocabulary. Post it note planning Story grid
Oral and written composition: drafting	**Encapsulate what they want to say, sentence by sentence** -understand that a series of sentences must be coherent. **Write narratives about personal experiences and those of others (real and fictional).** **Know that narratives include extra details to interest the reader.** -include extra details to a retell/set a scene. -give extra details about what is happening. **Write about real events.**	'Hold a sentence' technique Yesterday we all went on a wonderful school trip to the river. We had lunch next to the river on the grass and the birds were flying all around us!
Composition: evaluate and edit	**Re-read to check that verbs to indicate time are used correctly and consistently.** -re-read to check that their writing makes sense and that the correct tense is used throughout. Re-read to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark. -re-read to check that all sentences start with a capital letter and end with a full stop. -re-read to check that the correct punctuation is used in different sentence types. -re-read to check that verbs to indicate time are used correctly and currently. **Read aloud their writing with appropriate intonation to make their writing clear.** read aloud their writing, pausing at punctuation, as a way to check writing. **Evaluate their writing with the teacher or other pupils and make additions, revisions or corrections.** -know that an addition is when a word or phrase is added. -know that a correction can be made to a spelling/punctuation or sentence structure. -know that a revision is a change in vocabulary or sentence structure that improves the writing. -evaluate their writing with others to make revisions. -evaluate their writing with others to make additions. -evaluate their writing with others to make corrections. Edit and improve writing to avoid repetition of a verb. Edit and improve writing by choosing verbs that infer. -proof read to check for errors in spelling, grammar and punctuation. -edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs	
Word structure and word class	**Use the suffixes -ness and -ment** (to form nouns). -know different types of nouns: proper noun, pronoun, common and collective **Use the suffixes -ful and -less to form adjectives.** -know that a suffix is a complete group of letters added to the end of a word. -know that adding a suffix changes the meaning of a word.	happiness, enjoyment playful, helpless

Year Two Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
	Use -ly to turn adjectives into adverbs for description. -know that an adverb can describe a verb. -use adverbs that end in -ly to describe how something happens/happened. **Use adjectives to describe a noun.** -use adjectives to specify. -know that when one or more adjectives describe a noun this is called a (an expanded) noun phrase.	Wesley had short, brown hair. slow > slowly His teacher was stomping loudly like a lion.
Phrase and Sentence structure	**Know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.** **Write sentences using 'but', 'so', 'or' to join clauses.** -use 'but' to join a clause to another clause when ideas are unexpected or the opposite. -use 'so' to join a clause to another clause to show the effect of a decision. -use 'or' to join a clause to a word, phrase or another clause, when ideas are different or a choice. **Write sentences using 'when', 'if', 'that', because' to join clauses.** --use 'when' to join a clause to another clause when two ideas are joined in time. -use 'if' to join a clause to another clause to show that something must happen before another thing can happen. -use 'that' to add more detail to a clause. -use 'because' to join clauses when giving a reason. **Use noun phrases for description and specification.** -know that a phrase is a small group of words. -know the different ways that adjectives can be included in sentences. -know that adjectives should be included in a particular order **Identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.** -know that exclamation sentences start with 'how' or 'what' and must include a verb. -know that commands tell the reader to do something (instructions). -know that commands start with imperative verbs. -know that questions start with who, what, where, when, why, how, or a verb (e.g. are, have, can). -know that questions often have an answer. -know that statements express a fact, idea or opinion. -identify the structure of statements, exclamations, questions, commands -give a simple reason why a sentence is a statement, exclamation, question or command.	I did enjoy my food but I wish I didn't have carrots in my lunchbox. It was a long journey so I'm really tired now. We had a choice of playing games outside or playing inside. Lizzie was fast asleep when the flood storm came. Take it out of the oven if it is brown on top. We saw a ship that was huge. I don't like getting wet because I don't like getting my hair messed up. I stepped off the huge, metal train and I saw Hagrid. buttery popcorn What a lovely day that was! How sharp your teeth are! Will you be my friend? Can you please tell me the time?
Text structure	**Sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).** -make a correct choice of simple present tense, simple past tense or present or past progressive **Use present progressive to mark actions in progress**. -make a correct choice of simple present tense. -ensure subject and verbs agree when writing. -know that the present progressive is used to describe an ongoing action, using is / are and the suffix -ing for verbs. **Use past progressive to mark actions in progress.** - make a correct choice of simple past tense. - know that the past progressive is used to describe an ongoing action in the past, using was / were and the suffix -ing for verbs.	Excitedly I soared through the night sky. Above me I saw twinkling stars. I was about to hit the freezing cold water but luckily my magic carpet quickly turned. Crabs live in rock pools. They stay there until the tide washes them back into the sea. They eat seaweed. 'They were...' rather than: 'They was...' A girl is crying. We are going to school now

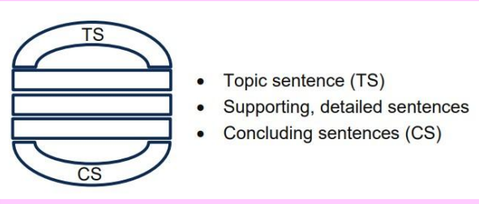
Year Two
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Punctuation	**Use commas to separate items in a list.** -use the word 'and' before the last item in a list. -understand that commas are used to separate adjectives in a noun phrase. **Use apostrophes for contractions.** -know that when words are contracted, the apostrophe shows where letters are missing. -use apostrophes to show a singular contraction with common words (in the present tense). -use apostrophes to show a plural contraction. -use apostrophes for negative contractions. **Use apostrophes for singular possession.** -know that an apostrophe shows that an object belongs to a subject. **Use exclamation marks.** **Use question marks.** **Understand that an exclamation mark is used at the end of an exclamatory sentence.** Understand that an exclamation mark is used at the end of words, phrases and sentences to show sudden or strong emotion (e.g. shock, anger, surprise). **Use capital letters for months of the year.** Punctuate commands with a full stop.	We saw beetles, birds, flowers and trees in our school garden. The large, brown dog ran along the road. Please don't shout at me. he's, you've, I've, they're, she's it's we're, they're, they've I am not… > I'm not…, Are we not… > Aren't we... The cow's under James' bag. What a lovely day that was! Wow! You are amazing! Come here now! Finish your dinner.
Spelling, including dictionary use	**Segment spoken words into phonemes and represent these with graphemes.** **Learn new ways for spelling phonemes for which one or more spellings are already known.** **Spell Year 2 homophones and near homophones.** **Spell Year 2 common exception words.** **Spell contracted word forms (apostrophes).** **Add suffixes -ment, -ness, -ful, -less, -ly.** -add -es to words ending in y. -add -ed, 'ing, -er, -est to words ending in 'y' with a consonant before. -add -ed, 'ing, -er, -est and –y to words ending in 'e' with a consonant before. add -ed, 'ing, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. **Write dictated sentences, using GPCs, words and punctuation learnt.** **Spell the days of the week**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.* their, they're, there; here, hear; sea, see; bare, bear; one, won; sun, son; be, bee; to, too, two; blue, blew; night, knight; quiet, quite; where, wear; which, witch Cover Y2 National Curriculum words as well as those within your school's phonics programme. marry > marrying, married; happy > happier, happiest; dry > drying, dried wide > wider, widest; make > making, bake > baked sit > sitting; thin > thinner; plan > planning; sun > sunny
Handwriting	**Form lower-case letters of the correct size and orientation relative to one another.** **Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.** **Write capital letters of the correct size, relative to each other.** **Use spacing between words that reflects the size of the letters.** **Write digits of the correct size and orientation.**	**See school handwriting progression linked to phonics and handwriting schemes*
Terminology	**noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, present progressive, past progressive,** (coordinating conjunction) , (main clause) (subordinating conjunction) (subordinating clause)	

Year Three
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Composition: planning	**Understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar**. - plan to use the identified features associated with the genre of writing **Discuss and record ideas and vocabulary.** - use ideas from modelled examples to plan their writing. - use vocabulary from modelled examples to plan their writing. - use ideas and vocabulary from their own reading to plan their writing. **Identify the audience and the purpose for their writing.** **Use a simple given planning tool.** - plan a narrative using a three-part plan to support plot development. - use scaffolded planning to organise their writing into paragraphs around a theme.	e.g. address the reader directly using rhetorical questions **Lower Key Stage 2 Genre Snippet** **Audience -** *Who is my reader?* **Purpose -** *Why am I writing?* **Genre -** *Which genre best suits my reason for writing and reader?* basic genre snippet, story mountain, spidergrams
Composition: drafting	**Follow their own notes and plans.** - include introductions/openings. - include conclusions/endings that refer back to the introduction/opening. - write introductions and conclusions that directly address the reader. - know that a plot is a sequence of events in a narrative. **Create settings, develop characters, and develop plots in narratives.** - include details for interest or humour. **Develop an exchange of dialogue between two characters** - use synonyms for said **Describe real and imaginary settings using varied and rich vocabulary.** - develop settings for narratives by including details relating to the five senses. **Describe real and imaginary characters using varied and rich vocabulary.** - add detail to describe a character's appearance and behaviour.	
Composition: evaluate and edit	**Proof-read to check for spelling and punctuation errors.** **Assess the effectiveness of their own and others' writing and suggest improvements.** - improve a passage with the teacher or other pupils. - identify what improvements need to be made to their writing. **Propose changes to grammar and vocabulary to improve consistency**. - read aloud their writing and identify missing words to improve cohesion - understand the purpose of redrafting.	
Word structure and word class	**Use noun prefixes (see spelling appendix 1).** - know that a prefix goes before a root word and changes its meaning. **Use a/an according to the noun.** - know that the vowels are a, e, i, o, u. - know that there are 21 consonant letters. - know that when the initial sound of a noun is a vowel sound the determiner to use is 'an'. - know that when the initial sound of a noun is a consonant sound the determiner to use is 'a'. - know that when the initial sound of an adjective (within a noun phrase) is a vowel sound the determiner is 'an'. - know that when the initial sound of an adjective (within a noun phrase) is a consonant sound the determiner is 'a'. - recognise vowels and consonants within words - recognise words which start with a consonant but have a vowel sound t the start eg hour, honest **Identify word families related to common words, and use in context**. - know that word families are groups of words that have a common feature, pattern or meaning. - know that words within word families have the same root word or part of the root word. - know that words within the word family will have linked, but different, meanings and word class.	legal > illegal an elephant a triangle an electrician, an hour, an honest man a chimney, a television an open box a tasty apple  play = playful, display, replay, played, playing, player, playfully, misplay

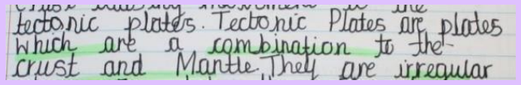
Year Three
Small Steps

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Sentence structure	**Identify the main and subordinate clauses in sentences.** - know that a main clause is part of the sentence that contains at least a subject and verb. - know that a subordinate clause is a part of a sentence that has a subject and a verb, but is dependent on the main clause for the full meaning. - know that a subordinate clause begins with a subordinating conjunction. **Use subordinate conjunctions to express time e.g., when, before, after, while, once, as soon as** **Use subordinate conjunctions for cause and effect e.g., because, as, since, therefore** **Use subordinate conjunctions for conditional sentences e.g., if, unless** **Use adverbs to show how, when and where something happened**, e.g. then, next, soon, therefore. -know that an adverbial phrase is a group of words that act as an adverb and modify the main clause of a sentence. - know that adverbial phrases help to add more information (place, purpose, time) to a sentence and help the reader have a greater understanding. - know that an adverbial phrase of place will give information about where the verb is happening. - know that an adverbial phrase of time will give information about when something is happening. - know that an adverbial phrase of manner will give information about how something is happening. **Use nouns and pronouns to avoid repetition** **Use prepositions to give more information about where or when.** - understand that prepositions give information describing the relationship between two things. - know that prepositions for place give more information about where something is/was, e.g. before, after, during. - know that prepositions for time give more information about when something happens/happened, e.g. in, behind, beside. - use prepositions to give more information about cause, e.g. because of, due to, although.	Although many people believe that bears are vicious, they are actually shy animals. Bears use their excellent sense of sight and smell so they can sense danger and find food. When it rained they went inside. or... They went inside when it rained. As the sun set over the horizon, Amelia sighed with relief. Even though rainforests are extremely important to the planet, they are still being cut down at an incredible rate. The large robot sat down so that the boy could reach his buttons.  Behind the tree the boy crouched and whimpered. Early that morning Samuel suddenly awoke.
Text structure	**Use simple organisational devices, such as headings and subheadings in non-narrative**. - know that headings and subheadings summarise the content of paragraph/text. - use headings and subheadings to aid presentation. - know that in non-fiction several paragraphs can be grouped under one subheading**.** **Use paragraphs to group related sentences.** - use facts, provided by the teacher, to sequence ideas within a paragraph. - organise ideas into paragraphs that are sequenced in a logical way. - organise ideas into paragraphs with each paragraph making a different point. **Use paragraphs to show change in place or time.** - understand that a new paragraph is needed in narrative when there is a change of time, setting, theme or character. - write paragraphs which contain linked ideas. **Use present perfect form of verbs instead of simple past.** -know that the present perfect is used to show something has happened, using have or has with the past tense of the verb (past participle form). - know that perfect tenses are formed by adding a 'helper' part of the verb to have. **Use the correct layout for dialogue** - know that a new line is needed when there is a new speaker	 We have researched healthy foods. Mark has eaten cake. David was napping while the fire began to spread. He was sitting still when they cut his hair.

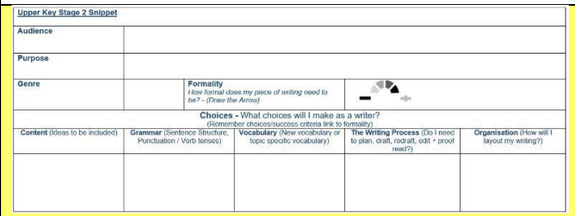
Year Three Small Steps		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Punctuation	**Use inverted commas to punctuate direct speech.** - know that inverted commas indicate where direct speech begins and ends in a sentence. - know that direct speech is when the exact words spoken are written down, within inverted commas. - begin direct speech with a capital letter - use the correct punctuation at the end of direct speech e.g., full stop, comma, exclamation, question mark **Use apostrophes for regular plural possession**. - know that where there is plural possession and the word ends in 's', then just the apostrophe is added.	"You have such a wonderful home," said Lady Florence. "You'll never guess what I've just seen!" exclaimed Sam. the children's classroom the girls' jumpers the foxes' tails
Spelling, including dictionary use	**Spell using prefixes and suffixes correctly, understanding how to add them** (e.g. un, dis, mis, re, ment, ness, ful, ly) **including suffixes where the root word has to change** (e.g. double consonant rule) (see appendix for Year 3 content). **Spell further homophones** (see appendix for Year 3 content). **Spell words that are often misspelt** (see appendix for Year 3 content). **Write from memory simple dictated sentences, including Year 3 taught words and punctuation.** **Use a first thesaurus**. - understand that different words can have similar meanings. **Use the first two letters to find words in a junior dictionary**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.*
Handwriting	**Use the diagonal and horizontal strokes that are needed to join letters.** **Increase the legibility and consistency of their handwriting.**	**See school handwriting progression linked to phonics and handwriting schemes*
Terminology	**preposition, conjunction, word family, prefix, (main) clause, subordinate clause, direct speech, inverted commas (speech marks), consonant, consonant letter vowel, vowel letter, paragraph, present perfect, heading, sub-heading**	

Year Four		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Composition: planning	**Identify independently what can be learnt from the structure, vocabulary and grammar of writing similar to that which they are planning to write.** - use ideas from their own reading and modelled examples to plan their writing. - identify which sentence structures are needed to make their writing successful for both fiction and non-fiction texts. - identify which grammatical features are needed to make their writing successful. - identify vocabulary which is fit for the purpose of their writing. **Find, identify and draw on examples of how authors have developed characters and settings when planning narratives.** - identify how authors have developed characters - identify how authors have developed settings **Use a wider variety of planning tools linked to genre.** **Rehearse dialogue**.	post- it planning for paragraphing, story mountain for narratives, 'S' bend for a recount
Composition: drafting	**Select appropriate vocabulary from planning, understanding how choices can change and enhance meaning.** - make deliberate ambitious word choices to add detail and interest. **Select appropriate grammar from planning, understanding how choices can change and enhance meaning.** - know strategies to use when writing narratives that add pace to a plot **Use similes and metaphors to enhance description** - know that a simile is when the subject is compared to something else, using like or as. -know that a metaphor is when a word or a phrase is used to describe the subject as if it were something else, often using is/are/were. **Use action beats to add appropriate detail to dialogue**	e.g., a series of short sentences, precise verb choice, dashes for emphasis or interruption That afternoon, <u>the sun shone like a firework</u>. As he walked home sadly, <u>his feet were heavy lumps of clay</u>
Composition: evaluate and edit	**Use different strategies when proofreading for spelling and punctuation.** - understand that proof reading is an ongoing process used throughout writing and on completion of writing. **Assess the effectiveness of their own and others' writing and suggest improvements so that purpose and audience are clear** - discuss and propose changes, with a focus on audience. - discuss and propose changes, with a focus on purpose. **Propose changes to grammar, including appropriate choice of pronoun.** - edit work by changing nouns or pronouns for clarity and cohesion. - redraft writing to aid coherence by changing sentence structures. - **Propose changes to vocabulary to improve consistency** - edit writing by making revisions to vocabulary to add interest and enhance meaning.	use of 'was' and 'were'
Word structure and word class	**Understand the difference between plural and possessive 's'** **Understand the difference between standard English forms of verb inflections, compared to local spoken form** (e.g. was/were, done/did, ain't/am not/is not, gonna/going to), **and use in context** - use standard English verb inflections accurately **Identify, select and effectively use pronouns** - know that possessive pronouns show when something belongs to someone - know the types of pronouns: personal, reflective, indefinite, and possessive **Know that 'the', 'a' and 'an' are types of determiners.** - know that a determiner comes before a noun (or an adjective within a noun phrase) to introduce it	'we were' rather than 'we was' and 'I did' rather than 'I done' The bus was running late. <u>It</u> had been delayed at the depot. **Personal and Reflective Pronouns** Singular: I, me, myself; You, yourself; she, her, he, him, it, himself, herself, itself Plural: we, us, ourselves; you, yourselves; they, them, themselves **Indefinite and Possessive Pronouns** Singular: anyone, anybody, anything, each, either, everyone, no one, nothing, one, somebody, my, your, her, mine, his, hers Plural: both, few, may, several, our, your, their, ours, yours, theirs

Year Four		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Sentence structure	**Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases** - use adjectives to modify noun phrases and provide clarity for the reader, e.g. emotions/feelings, texture, character. - develop noun phrases using prepositional phrases to modify the noun - use nouns for precision. - know the different types of noun: common, collective and abstract. **Use phrases linked to subordination, e.g. so that, even though.** **Use conjunctions to show comparisons e.g., although, even though, though, whereas** **Use subordinate conjunctions to indicate place e.g., where, wherever** **Use fronted adverbials**. - know that an adverbial phrase tells the reader about the time, reason, manner, frequency or place in which something happened. - know that fronted adverbials are the start of a sentence, - know a comma separates a fronted adverb and main clause - use fronted adverbials to link ideas across paragraphs. **Use subordinate clauses at the start and end of sentences.** - use different sentence structures, orally composing alternatives and selecting from these according to the effect created.	the heroic soldier with an unbreakable spirit The elegant swan glided gracefully across the wide mountain lake. burglar rather than man bungalow rather than house a flock of sheep, a family, a team, a murder of crows sadness, fear, desire, trust, childhood an old, cloudy bottle with a message in The efficient emergency nurse helped the patient onto a bed. *Efficient tells us how good the nurse is at their job.* While driving home from work, I heard the bad news. or… I heard the bad news while driving home from work. I was still hungry even though I had eaten all of my dinner. Patiently waiting by the harbour, the people gazed at the horizon. Back at the bakery, … “Yes,” she cried loudly, waving her arms in the air.
Text structure	**Identify structure, suitable for the given audience and purpose**. **Select appropriate simple organisational devices in non-narrative.** **Use paragraphs to organise ideas around a theme**. - understand that a theme is an overarching concept, meaning or idea. - consistently organise writing into paragraphs around a theme for cohesion and to aid the reader. - start a new paragraph when a new speaker says something. - choose nouns or pronouns to aid cohesion and avoid repetition.	e.g. numbered lists, text boxes Themes can be shown through techniques such as characterisation, setting and motifs. *When writing using multiple characters ensure it is clear whom the pronouns are referring to.*
Punctuation	**Use other punctuation to indicate direct speech**. - include all end punctuation within the inverted commas. - when appropriate, use a comma to separate the reporting clause and action beat - know that indirect speech (reported speech) is when you say / summarise what another is saying rather than quoting it exactly. - know indirect speech does not require inverted commas. **Use apostrophes for irregular plural possession**. - use apostrophes for singular and plural possession. - know that an apostrophe can be used before and after the ‘s’ when showing plural possession. **Use a comma to mark fronted adverbials**. **Use a comma after a subordinate clause at the start of a sentence.**	“How are you feeling this morning?” Robbie quietly asked his sister, passing her a cup of tea. The conductor shouted, “Sit down!” The conductor told people to sit down. children’s jumpers geese’s beaks people’s opinions the knives’ handles the quizzes’ questions When it rained, they all went inside.

Year Four		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Spelling, including dictionary use	**Spell using further prefixes and suffixes correctly, understanding how to add them** (see appendix for Year 4 content). **Spell further homophones** (see appendix for Year 4 content). **Spell words that are often misspelt** (see appendix for Year 4 content). **Write from memory simple dictated sentences, including Year 4 taught words and punctuation.**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.*
Handwriting	**Ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch**. **Understand which letters, when adjacent to one another, are best left unjoined,** e.g. b, p, g, q, y, j, x, z.	**See school handwriting progression linked to phonics and handwriting schemes* 
Terminology	**determiner**, **pronoun**, **possessive pronoun**, **adverbial**, **reporting clause, formal, informal, expanded noun phrase**	

Year Five

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Composition: planning	**Plan and select the appropriate form suited to the given audience and purpose**. - plan their writing by using other similar writing as models for their own. - understand that some writing will have more than one purpose. **Note and develop initial ideas, drawing on reading of other authors, and research**. - identify how authors develop characters in books - note and link key ideas from pieces of research. **Decide on the most efficient planning tools/methods to use.** - know why particular planning tools is suitable for a particular task. - develop and clarify ideas through talk, noting key events and vocabulary on a written plan.	 boxing up a non-fiction text, chunking a known fiction text
Composition: drafting	**Select appropriate grammar, understanding how choices can change and enhance meaning.** - create detailed descriptions of settings. - create atmosphere by using specific vocabulary and grammar. - convey character through the use of description and dialogue. write non-fiction texts using a wider range of organisational devices and layouts: bullet points, headings and underlining use personification to give a non-living object human characteristics to describe it. use hyperbole to exaggerate for a purpose, such as emphasis, humour or to persuade.	Thousands of small, yellow stars winked at me. The walk was a million miles long. The shopping bags weighed a ton.
Composition: evaluate and edit	**Ensure consistent and correct use of tense**. **Ensure correct subject verb agreement**. **Proof read throughout the writing process to check for spelling and punctuation errors.** **Propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing.** - determine if writing is effective and matches its audience and purpose. - edit their work to make changes to the vocabulary or grammar, ensuring clarity for the reader. - redraft their work to make changes to the structure, ensuring clarity for the reader.	Verbalise sentences for editing (self edit and peer edit)
Word structure and word class	**Convert nouns or adjectives to verbs using suffixes**. **Use verb prefixes**. - understand that verb prefixes can be used to make antonyms. **Identify further differences between standard English forms of verb inflections, compared to local spoken form and use in context**.	legal > illegal construct > deconstruct would have/would of, I was sitting/I was sat, I was standing/I was stood
Sentence structure	**Use relative clauses beginning with who, which, where, whose, that, or an omitted relative pronoun**. - **Use relative clauses, that have an omitted relative pronoun.** - understand that a relative clause adds further information (parenthesis) about the subject of the sentence. - know that a relative clause is a type of subordinate clause. - use relative clauses at the end of sentences and embedded within sentences. - use relative clauses, that begin with a relative pronoun (who, which, where, when, whose, that). - understand that who is used for people and names; which/that are used for things and animals; where is used for place; when is used for time; whose is used for possession. - understand that 'which' is used for adding non-essential/non-defining information, whereas 'that' is used for explaining a particular detail. **Indicate degrees of possibility with adverbs and modal verbs**. - know that adverbs can be used to indicate degrees of possibility linked to the verb. - understand that modal verbs indicate likelihood or possibility. create and punctuate multi-clause sentences using a range of sentence starters, e.g. -ed openings.	I don't like the girl who lives next door to me. Professor Scriffle, a famous inventor, had made a new discovery. The girl, who lives next door to me, is very unkind. The mouse, whose tail was thin and wiry, scampered across the floorboards. My bike, which is damaged, was lent against the ragged fence. My bike, that is damaged, was lent against the ragged fence. *(This specifies the particular bike that is damaged out of a group of bikes.)* The sky turned dark so surely it was going to rain. Sophie should have made the jump but she slipped. He could have caught the ball. > He could've caught the ball. Exhausted from the race, Sam collapsed in a heap. ISPACE, DADWAVERS

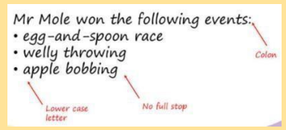
Year Five		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Text structure	**In narratives, integrate dialogue to convey character and advance the action.** - know dialogue requires a verbal or non-verbal response between two or more character - know speech is one person speaking to an audience / speaking without response. - use formal and informal language within dialogue to show character. - use vocabulary within dialogue that shows character emotion. - use dialogue to show what a character(s) is doing. - use dialogue to show what a character(s) may do next. - suggest that something is going to happen within and across paragraphs by using 'foreshadowing'. - use carefully-chosen vocabulary, with and across paragraphs, to enhance mood and create pace. **Use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining.** - use bullet points to list single items. - use underlining to identify headings, subheadings and key vocabulary. **Build cohesion within and across paragraphs using conjunctions and tense choice**. - know cohesion is when a piece of text has consistency (e.g. tense) and devices are used to link points to one another. - use conjunctions to link sentences and paragraphs, creating cohesion. **Build cohesion within and across paragraphs using adverbials of time, adverbials of place and adverbials of number.** - use a wide range of linking words/phrases between sentences and paragraphs to build cohesion: - including time adverbials. - including place adverbials. - including adverbials of number.	e.g., show confidence of character through dialogue and in reporting clauses used. "We're not wasting any more time," she warned, placing her clipboard down with a firm thud. Or (E.g) Show nervousness/anxious of character through stuttered dialogue and reporting clauses used. Callum swallowed hard. "I know, b ... but what if they don't like it?" Also include the idea that a confident character would potentially have more dialogue over a less confident character, who may talk in shorter sentences. later, after nearby, within secondly, lastly
Punctuation	**Use brackets to indicate parenthesis.** - know that parentheses is used to add extra information into a sentence. - understand that parenthesis gives additional details about the topic and interrupts the natural flow of the sentence. - understand that when a parenthesis is removed the sentence still makes sense on its own. - know that brackets always come in pairs. - know that brackets are used most commonly in non-narrative writing and in less formal narrative writing. **Use dashes to indicate parenthesis**. - understand that dashes are used in less formal writing. - use dashes to add emphasis **Use commas to indicate parenthesis**. - know that commas are used to show where an (embedded) relative clause starts and ends. - understand that commas may not be used around 'essential' additional information that you do not want the reader to omit. **Use commas to clarify meaning and avoid ambiguity**. -know that ambiguity is when the meaning of something is not clear. - know that commas are used to demarcate clauses within longer multiclause structures. - use commas to demarcate multiclause sentences and clarify meaning.	The cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Amy (age 7) reported that the whale was enormous. Using brackets in non-chronological reports when explaining facts; using brackets within diaries The cake was lovely – delicious in fact – so I had another slice. Boris Johnson, the Prime Minister, arrived at 10 Downing Street. The house, lonely and abandoned, teetered on the edge of a cliff. Let's eat Grandma. and… Let's eat, Grandma. "Look out, Paul!" yelled James, waving his arms frantically. Paul gasped in surprise, "Oh no!"

Year Five		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Spelling, including dictionary use	**Spell using further prefixes and suffixes understanding how to add them** (see appendix for Year 5 content). **Distinguish between Year 5 homophones and other words that are often confused** (see appendix for Year 5 content). **Independently draw on roots, stems, prefixes and suffixes to spell accurately**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.* ugly > beastly, unpleasant looking
Handwriting	**Increase speed when writing legibly and fluently.** - use diagonal and horizontal joining strokes throughout independent writing in a legible, fluent and speedy way. **Decide whether or not to join specific letters.** - make decisions about what standard of handwriting is appropriate for a particular task.	**See school handwriting progression linked to phonics and handwriting schemes* e.g. quick notes or a final handwritten version
Terminology	**modal verb**, **relative pronoun**, **relative clause**, **parenthesis**, **bracket, dash**, **cohesion**, **ambiguity**, **rhetorical question**, **(cohesive device)**	

Year Six

	Pupils will be taught… (Key learning in bold)	Examples of this in use
Composition: planning	**Independently identify audience and purpose while planning, deciding appropriate form and register.** - know that register is selecting appropriate vocabulary for a specific purpose, context and audience. - know that spoken English is different to written English. **Independently identify compositional skills required linked to genre**. **Plan development of characters and setting to fit purpose and context when writing narratives.** - use a range of planning devices, applying the most suitable depending on purpose and audience of writing. - identify, from reading, specific devices that authors use to create and describe characters and settings. - use these devices explicitly in their own narrative writing, including literary language, characterisation and structure.	<table><tr><td>Purpose:</td><td>Audience:</td></tr><tr><td>Lay-out (paragraphs, columns, sections, sub-headings):</td><td>Style: (genre, tense, person, formality)</td></tr></table> Letter (formal – complaint / writing to a government official) (informal – to a friend/family member) Persuasive (formal – with some rhetorical devices) Non-Chron Report (formal) Examples of choice for planning: Story mountain, boxing up, mind maps, planning frames, flow diagrams. Identify the use of short sentences to build tension, or the use of metaphors and personification to create atmosphere.
Composition: drafting	**Precis longer paragraphs.** - understand that precis is condensing information into a shorter version. - produce a summary of a text or speech. **Use appropriate structure, organisation and layout for the form of writing** **Use the appropriate register for formal and informal purposes** **Use vocabulary typical of formal and informal speech and writing.** use action and dialogue within sentences and across paragraphs in order to convey character and advance the action.	**e.g., formal = complex sentences, no slang or contractions, technical language, informal = contractions and slang, simpler grammar, conversational tone, colloquial language** She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. “Just ‘cos you don’t believe in anything ‘cept motorbikes and football and all that rubbish, don’t mean I have to as well.”
Composition: evaluate and edit	**Proofread to check for spelling and punctuation errors, independently, and appropriate to task**. - habitually proof read for spelling and punctuation errors, throughout the writing process. - proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. **Propose changes to distinguish between the language of speech and writing, choosing the appropriate register in their own writing and others’.** **Adapt and refine grammar and vocabulary choices to enhance meaning**.	
Word structure and word class	**Understand the difference between vocabulary for informal speech and formal speech and writing, and use this in context**. - use different sentence structures, including sentence fragments, to convey formality. - use formal conjunctions appropriately in context, e.g. for, yet, nor. - use formal vocabulary that matches the purpose of writing. - use formal and informal language to convey character. **Understand how words are related by meaning as synonyms and antonyms, and use them in context**. - know that a synonym is a word that means the same as another word. - know that an antonym is a word that means the opposite of another word. identify the subject and object of a sentence. - understand how the subject and object of a sentence can be manipulated when writing in the passive voice. Know that there are different types of determiners: articles, possessives, quantifiers and demonstratives.	We’ll have cakes and drinks. *(informal)* Refreshments will be provided. *(formal)* <u>David Beckham</u> *(subject)* always excelled at <u>football</u> *(object)*.

Year Six		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Sentence structure	**Use passive voice to affect the presentation of information in a sentence.** - know that, with passive voice, the subject is acted upon by the verb, often using 'by'. - understand that the passive voice is more formal and is used to hide meaning (by omitting the word 'by'). - know that, with active voice, the subject is typically the person or thing performing the action. - understand that the active voice is used to make the meaning clear. - -use the active voice to highlight the subject within a sentence. - use the passive voice to emphasise the object within a sentence **Show the difference between formal structures and informal structures, through the use of question tags and subjunctive form.** - understand that there is a scale of formality. - use question tags within informal speech. - use the subjunctive to express what could or should happen in a more formal way, focusing on 'wish' and 'if' clauses, often using 'were' and a range of modal verbs. - understand that the subjunctive form is often used within archaic phrases. - use the subjunctive within a fronted subordinate clause- beginning with 'if' -use longer multi-clause structures to add relevant detail - deliberately select clause structures that reflects the purpose of the writing. - deliberately select clause structures that enhance meaning.	(P)The meal was made by the chef. The gun was fired. (A) The chef made the meal. Danny fired the gun. "You've seen this film, haven't you?" "If I were you, I would think about your decision carefully." Were they more mature, I would have let them go to the shops alone. I would recommend that he attend. Lest we forget. God save the Queen. While being careful not to disturb what lay within, she entered the structure tentatively as the villagers had warned her about the curse, that previous explorers had fallen victim to.
Text structure	**Select methods to describe settings, characters and atmosphere, and integrate dialogue, across the full range of narratives.** -choose from a range of figurative language devices to enhance description. -choose from a range of grammatical structures and vocabulary to create atmosphere. **Select appropriate organisational and presentational devices for effect, to structure text and guide the reader**. - understand that interrupted (broken) speech can be used to show when a character's dialogue is interrupted. **Choose cohesive devices to build cohesion within and across paragraphs.** - link ideas by repeating words, phrases or sentence structures. - link ideas across paragraphs using ellipsis. make choices from a range of tenses, showing assured control**.** - use the perfect form of verbs to mark relationships of time and cause. - know that the past perfect is used to show something has finished happening, using 'had' with the past tense of the verb (past participle form). - understand that the past perfect is most often used within narratives. when integrating dialogue, make deliberate choices, considering when it is most appropriate and effective	e.g. simile, metaphor, personification, alliteration headings, columns, bullet points, underlining, tables Only yesterday he had promised to be good. Only yesterday he had promised to never lie. On the other hand…, In contrast…, As a consequence… *Animals:* creatures, beasts, species, wildlife, mammals, they I knew I had seen him somewhere before… Julie had travelled for miles before she finally reached her destination. Examples of effective use: -Create tension between characters -Show frustration, fear or secrecy -Speed up the pacing -Suggest the characters are guarding or withholding information

Year Six		
	Pupils will be taught… **(Key learning in bold)**	**Examples of this in use**
Punctuation	**-use semi-colons between two clauses.** -know that a semi-colon should only follow an independent clause when joining two clauses. -know that a semicolon is used to join two related/linked clauses and it can be used in place of a comma or a coordinating conjunction (and, but, or, nor, for, so, yet). **-use colons between two clauses.** -know that a colon should only follow an independent clause. -know that a colon is used to link clauses and that the second clause adds additional information to the first clause (e.g. the second clause explains why - the colon can replace the conjunction because). **-use a dash between two clauses** -know that a dash can be used to interrupt or extend an idea. **-use a colon to introduce a list**. -know that a colon can be used to introduce a list, if the list comes after an independent clause. **use a semicolon within lists where more information is included.** - know that semi-colons can help to simplify lists by showing which items are grouped together. - understand that you do not capitalise the first word after a semi-colon, colon or dash, unless the word is a proper noun. - understand that a semi-colon is followed by 'and' for the final item in the list. **-use bullet points to list information.** - punctuate bullet points accurately by consistently starting new points with either a capital letter or a lower-case letter. - punctuate bullet points accurately by consistently ending bullet points, that are sentences, with a full stop. **Use a hyphen to avoid ambiguity.** - know that hyphens are used to join words, in order to create a compound word. **Use ellipsis**. - know that ellipsis is a set of three dots. - use ellipsis within speech to show an extended pause, a hesitation or an incomplete thought (omission).	His voice was too soft; we couldn't hear him. I'm feeling sick today: I have a headache. I was glad to be home – until I saw the letter waiting for me. There is only one thing that would improve this – trust. It depends on the truth – it always has. There are three things every dog needs: food, water and care. Things you will need to consider when you choose a bedtime story: the age of the child; their likes and dislikes; how long you want to read for. You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities.  Man eating shark versus man-eating shark, or recover versus re-cover. Mr and Mrs Burton-White Weeks later… I finally heard from them. "How are you feeling? I'm not sure if I…" stammered Tom. Sam cheered, "So, let's go!" "So, let's go!" cheered Sam. "So…" cheered Sam, "Let's go!"
Spelling, including dictionary use	**Spell using further prefixes and suffixes understanding how to add them** (see appendix for Year 6 content). **Distinguish between Year 6 homophones and other words that are often confused** (see appendix for Year 6 content). **Spell words with silent letters**. **Use knowledge of a word's origin to support spelling.**	*Spelling and common exception words should be taught in line with the school's spelling and phonics progression.* Greek: aer (air), Greek: -logia (ology – study of), Latin: insul (island)
Handwriting	- choose the writing implement that is best suited for a task. - recognise when to use a non-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form, headlines).	**See school handwriting progression linked to phonics and handwriting schemes*
Terminology	**subject, object, active, passive, synonym**, **antonym**, **ellipsis**, **hyphen**, **colon**, **semi-colon**, **bullet points**, **(independent clause)**, **(dependent clause)**, **subjunctive**	