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| **Year 1** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- Composition**  \*saying out loud what they are going to write about  \* composing a sentence orally before writing it  \* sequencing sentences to form short narratives  \*re-reading what they have written to check that it makes sense  \*discuss what they have written with the teacher or other pupils  \*read aloud their writing clearly enough to be heard by their peers and the teacher.  **Writing Vocabulary, grammar and punctuation**  \*leaving spaces between words  \*joining words and joining clauses using and  \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that a recount retells an event in an interesting and engaging way.  **Draft and Write**  \*Saying out loud what they will write about.  **\* Know that a recount has a beginning a middle and an end in chronological order.**  **Edit**  \*Know to re-read work to check that it makes sense.  **Grammar**  **\* Know that a recount is written in the past tense.**  \*Know how to write simple first-person recounts.  **\* Know how to use time words and phrases- first, next, then.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to add an adjective to a simple sentence.**  \*Know how to use simple ly words as openers Luckily… Unfortunately…. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that an information text informs the reader about the topic in an interesting and engaging way.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to convey information in a simple form.  **\* Know that an information text has an introductory sentence.**  **\* Know that information is organised into sections.**  **Edit**  \*Know to re-read work to check that it makes sense.  **Grammar**  **\* Know that an information text is (usually) written in the present tense and in the third person.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to add an adjective to a simple sentence.** | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  planning tools- box it up grids, text maps etc  \*Know that an explanation text helps the reader understand a process.  **Draft and Write**  \*Know how to draw and label pictures to explain a process.  \*Saying out loud what they will write about.  \*With support use  **\* Know that an explanatory text has a series of steps usually in chronological order.**  **Edit**  \*Know to re-read work to check that it makes sense.  **Grammar**  **\* Know that an explanatory text is written in the present tense and in the third person.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to add an adjective to a simple sentence.**  \* Know how to use simple subordinating conjunctions- because, so that, when, while. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that instructions inform the reader about how to accomplish something in a clear way.  \*Know that instructions give precise information.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to write consecutive instructions (e.g. to accompany pictures).  **Edit**  \*Know to re-read work to check that it makes sense.  **\* Know that instructions have an introductory sentence which explains what the instructions are for.**  **\* Know that instructions have a list of what is needed.**  **Know that instructions have a list of steps in chronological order.**  **Grammar**  **\* Know that instructions are written in the present tense.**  **\*Know how to use time words and phrases- first, next, then.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  \*Know that verbs tell the reader what to do. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know what it is to be persuaded.  \*Know that a persuasive text influences what the reader thinks and does.  Know that persuasive language is positive.  **Draft and Write**  \*Saying out loud what they will write about.  **\* Know that a persuasive text has an introductory sentence.**  **\* Know that a persuasive text is in a logical order.**  **Edit**  \*Know to re-read work to check that it makes sense.  **Grammar**  **\* Know that a persuasive text is written in the present tense.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to add an adjective to a simple sentence.**  \*Know how to use simple ly words as openers Luckily… Unfortunately….  \* Know how to use alliteration for emphasis.  \*Know how to write an exclamation sentence. | **(For full programme of spelling- see phonics guidance)**  \* Spell words using the GPCs taught so far.  \*Spell words using common exceptions words taught so far.  \*use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  \*use the prefix un–  \* use –ing, –ed, –er and –est where no change is needed in the spelling of root words | **Punctuation**  \*Separation of words with spaces. \*Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  \*Capital letters for names and for the personal pronoun I.  **Handwriting- Letterjoin Print to Cursive Module 2 Year 1**  \* sit correctly at a table, holding a pencil comfortably and correctly.  \* begin to form pre-cursive lower-case letters in the correct direction, starting and finishing in the right place.  \* form capital letters.  \* understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Letter  capital letter word  singular  plural  sentence punctuation  full stop question mark exclamation mark  prefix  suffix  root word  common exception words  grapheme  phoneme |
| **Year 2** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- Composition**  \* writing narratives about personal experiences and those of others (real and fictional)  \*writing about real events  \* writing for different purposes  \*planning or saying out loud what they are going to write about  \*writing down ideas and/or key words, including new vocabulary  \*encapsulating what they want to say, sentence by sentence  \*evaluating their writing with the teacher and other pupils  \*re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  \*proof-reading to check for errors in spelling, grammar and punctuation.  \*read aloud what they have written with appropriate intonation to make the meaning clear.  **Writing- vocabulary, grammar and punctuation**  learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  \*learn how to use sentences with different forms: statement, question, exclamation, command  \*expanded noun phrases to describe and specify  \*the present and past tenses correctly and consistently including the progressive form \*subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  \*some features of written Standard English | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that a recount retells an event in an interesting and engaging way.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to write simple recounts.  **\* Know that a recount has a beginning a middle and an end in chronological order.**  **Edit**  \*Know to re-read writing to check that it makes sense.  \* Know how to identify and address any errors in spelling, grammar and punctuation.  **Grammar**  \*Know how to use past tense mostly consistently.  **\* Know how to use time words and phrases- first, next, then.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to use subordinate conjunctions to create a complex sentence e.g. what, when, where, because or relative pronoun- who, which.**  **\*Know how to write an expanded noun phrase.**  \*Know how to use ly words as openers Eventually… finally…  \*Know how to write statements and questions. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that an information text informs the reader about the topic in an interesting and engaging way.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to convey information in a simple form.  **\* Know that an information text has a structure- introductory sentence then information organised into sections using sub-headings.**  **Edit**  \*Know to re-read writing to check that it makes sense.  \* Know how to identify and address any errors in spelling, grammar and punctuation.  **Grammar**  \*Know how to use present tense mostly consistently.  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to use subordinate conjunctions to create a complex sentence e.g. what, when, where, because or relative pronoun- who, which.**  **\*Know how to write an expanded noun phrase.**  \*Know how to write statements and questions.  \*Know how to use ly words as openers Interestingly… Usually…  \*Know how to use generalisers- many, most, some. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that an explanation text helps the reader understand a process.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to explain a simple process (e.g. label a flowchart of a cyclical diagram).  **\* Know that an explanatory text has a series of steps usually in chronological order.**  **Edit**  \*Know to re-read writing to check that it makes sense.  \* Know how to identify and address any errors in spelling, grammar and punctuation.  **Grammar**  **\* Know that an explanatory text is written in the present tense and in the third person.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to use simple cause and effect conjunctions and prepositions of time to create a complex sentence e.g. because, so that, when, until etc.**  **\*Know how to write an expanded noun phrase.**  \*Know how to write statements. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know that instructions inform the reader about how to accomplish something in a clear way.  \*Know that instructions give precise information.  **Draft and Write**  \*Saying out loud what they will write about.  \*Know how to write consecutive instructions (e.g. to accompany pictures).  **\* Know that an information text has a structure- introductory sentence,**  **list of what is needed and steps in chronological order that can be ordered numerically.**  **Edit**  \*Know to re-read writing to check that it makes sense.  \* Know how to identify and address any errors in spelling, grammar and punctuation.  **Grammar**  \*Know how to use present tense mostly consistently.  **\*Know how to use prepositions of time first, next, then, after.**  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know to place the verb at the beginning of the sentence to make the sentence a command.**  **\*Know how to write a command.**  \*Know how to use ly words to add clarity carefully… firmly … | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*With support use planning tools- box it up grids, text maps etc  \*Know what it is to be persuaded.  \*Know that a persuasive text influences what the reader thinks and does.  Know that persuasive language is positive.  **Draft and Write**  \*Saying out loud what they will write about.  **\* Know that a persuasive text has an introductory sentence.**  **\* Know that a persuasive text is in a logical order.**  **Edit**  \*Know to re-read writing to check that it makes sense.  \* Know how to identify and address any errors in spelling, grammar and punctuation.  **Grammar**  \* Know that a persuasive text is written in the present tense.  **\*Know how to use the conjunctions to create compound sentences- and, but, so, or.**  **\*Know how to use subordinate conjunctions to create a complex sentence e.g. what, when, where, because or relative pronoun- who, which.**  **\*Know how to write an expanded noun phrase.**  \*Know how to use simple ly words as openers Luckily… Unfortunately….  \*Know how to write an exclamation and questions.  \* Know how to use alliteration for emphasis. | | **(For full programme of spelling- see phonics guidance)**  \*segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  \* learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  \*learn to spell common exception words  \*learn to spell more words with contracted forms  \*learning the possessive apostrophe (singular)  \*distinguish between homophones and near-homophones  \*add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  \* use –ing, –ed, –er and –est where a change is needed in the spelling of root words | **Punctuation**  \*Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  \*Commas to separate items in a list.  \*Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.  **Handwriting**  **Letterjoin Print to Cursive Module 3 Year 2**  \*form lower-case letters of the correct size relative to one another.  \*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  \*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. | noun  noun phrase statement question  exclamation command compound  suffix  adjective adverb  verb  tense (past, present) apostrophe comma  generalisers |

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| Year 3/4 | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English  \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  similar ways) and to practise these.  **Writing- grammar**  \*extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  \*using the present perfect form of verbs in contrast to the past tense \*choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  \*Introduction to paragraphs as a way to group related material \* \*Headings and sub-headings to aid presentation  \* using conjunctions, adverbs and prepositions to express time and cause \* using fronted adverbials  \* indicate grammatical and other features by:  \* using commas after fronted adverbials  \*Use of the forms a or an according to whether the next word begins with a consonant or a vowel  **Year 4**  \*The grammatical difference between plural and possessive –s \*Standard English forms for verb inflections  \*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  **Writing- composition**  Plan their writing by:  \* discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar \* discussing and recording ideas  Draft and write by:  \* composing and rehearsing sentences orally  \*progressively building a varied and rich vocabulary and an increasing range of sentence structures  \* organising paragraphs around a theme  \* in non-narrative material, using simple organisational devices  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing and suggesting improvements \* proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  \* proof-read for spelling and punctuation errors  \* read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Use oral rehearsal to develop writing.  **Draft and write**  \* Know how to write recounts (e.g. about school events, an incident from a story or a newspaper) including detail expressed in ways which will engage the reader  \* Know that a recount has a beginning a middle and an end in chronological order.  **\* Know how to organise information logically into paragraphs.**  \*Knows that an introductory paragraph should hook the reader.  \*Know how to use direct quotes (newspaper)  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \*Know how to use past tense consistently.  **\*Knows how to use a range of subordinate conjunctions to create a complex sentence e.g. what, when, where.**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.**  **\* Knows how to use the present perfect form of verbs instead of simple past.**  \*Know how to use ly words as openers Eventually… finally…unexpectedly…  \* Knows how to use ed and ing clauses to begin sentences. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Know that an information text informs the reader about the topic in an interesting and engaging way.  **Draft and write**  \* Know how to present information using informed choices about presentation  **\* Know that an information text has a structure- introductory sentence then information organised into sections using sub-headings.**  \*Knows how to use a topic sentence to introduce the paragraph.  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \*Know how to use present tense consistently.  **\*Knows how to use a range of subordinate conjunctions to create a complex sentence e.g. what, when, where.**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  **\*Knows specific vocabulary related to the topic and applies it in their writing.**  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.**  \*Know how to use an increasing range of generalisers to say how many or how often- rarely, unusually, sometimes, the majority… | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Know that an explanation text helps the reader understand a process.  **Draft and write**  **\* Know that an explanatory text has a series of detailed steps usually in chronological order.**  **\* Know how to organise information logically into paragraphs using sub-headings where appropriate.**  \*Knows how to use an introductory sentence to introduce the paragraph.  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \*Know how to use present tense consistently.  **\*Knows how to use a range of subordinate conjunctions to create a complex sentence including causal conjunctions.**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  **\*Knows specific vocabulary related to the topic and applies it in their writing.**  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.**  \*Know how to use ly adverbs as openers Eventually… finally… | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Know that instructions inform the reader about how to accomplish something in a clear way, using precise information.  **Draft and write**  **\* Know that an information text has a structure- introductory sentence,**  **list of what is needed and steps in chronological order that can be ordered numerically.**  **\*Knows how to use a range of subordinate conjunctions to create a complex sentence including causal conjunctions.**  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  \*Know how to use ly words as openers to give additional information to the reader about how to perform actions. Carefully… slowly…firmly…  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  \*Knows that imperative verbs are used at the start of sentences.  **\*Knows specific vocabulary related to the topic and applies it in their writing- particularly precise verbs.**  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.** | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Know that a persuasive text influences what the reader thinks and does.  **Draft and write**  \*Know that persuasive language is emotive e.g. boastful adjectives.  **\* Know that a persuasive text has a title and an introduction which outlines the issue.**  **\* Know that a persuasive text is written in paragraphs with each paragraph outlining a different reason for the opinion and a final paragraph which sums up ideas.**  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  \* Knows how to use personal pronouns to address the reader- I, you, we  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \* Know that a persuasive text is written in the present tense.  **\*Knows how to use a range of subordinate conjunctions to create a complex sentence including conjunctions that give emphasis- furthermore, additionally.**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  **\*Knows specific vocabulary related to the topic and applies it in their writing.**  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.**  \*Know how to use ly words as openers Surely… Obviously…. | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Follow guidance to use planning tools- box it up grids, text maps etc  \*Know that a discussion text presents both sides of an argument.  **Draft and write**  **\* Know that a discursive text has a title and an introduction which outlines both sides of the issue.**  **\* Know that a persuasive text is written in paragraphs with each paragraph outlining a different argument and a final paragraph which sums up ideas.**  \* Knows how to use impersonal language- some people…  **\*Knows specific vocabulary related to the topic and applies it in their writing.**  \*Knows that long sentences can be used to add description of information and short sentences can be used for emphasis or to make key points.  **Edit**  \*Knows strategies to identify errors and make improvements to their own writing.  **Grammar**  \* Know that a discursive text is written in the present tense.  **\*Knows how to use a range of subordinate conjunctions to create complex sentences including conjunctions that give emphasis- furthermore, additionally- and those that compare and contrast- on the other hand.**  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.  **\*Knows that prepositions and adverbs can be used to show place, time or cause (Year 3)**  **\* Knows that adverbial phrases can be used at the start of sentences to show place, time or cause (Year 4)**  **\* Knows how to add a prepositional phrase to a noun phrase to expand sentences.**  \*Know how to use ly words as openers Surprisingly….. Unusually… | \*Prefixes- il, un, mis, dis, re, il, im, in, sub, inter, super, anti, auto.  Suffixes- starting with a vowel added to words of more than one syllable, ation, ly, ous  \*spell homophones and near homophones  \*spell words that are often misspelt ch making *sh*, words ending in gue and que, words beginning with sc, eigh, ei or ey making *ai*, ch making *k*, ou making *u,* y making *igh,* sion, cian, ssion, tion endings, words ending in ture, sure  \* place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  \* use the first two or three letters of a word to check its spelling in a dictionary  (See also Year 3 and 4 word list) | Punctuation  \*Use of inverted commas and other punctuation to indicate direct speech  Year 4  \*Apostrophes to mark plural possession  \*Use of commas after fronted adverbials.  **Handwriting:**  \* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  \*increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | Preposition  conjunction word family prefix  clause subordinate clause  direct speech consonant letter  vowel letter inverted commas (or ‘speech marks’)  Year 4  determiner pronoun, possessive pronoun adverbial |
| **Year 5** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- composition**  plan their writing by:  \* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  \* noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by:  \* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  \* précising longer passages  \* using a wide range of devices to build cohesion within and across paragraphs  \* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing  \* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  \* ensuring the consistent and correct use of tense throughout a piece of writing  \* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  \* proof-read for spelling and punctuation errors  **Writing vocabulary, grammar and punctuation**  \*recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  \*using passive verbs to affect the presentation of information in a sentence  \*using the perfect form of verbs to mark relationships of time and cause  \*using expanded noun phrases to convey complicated information concisely \*using modal verbs or adverbs to indicate degrees of possibility \*using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for recounts drawing on knowledge of different styles and forms for different elements and considering the audience.  **Draft and write**  \* Know how to write recounts (e.g. about school events, an incident from a story or a newspaper) including detail expressed in ways which will engage the reader  \*Knows that an introductory paragraph should draw the reader in and make the purpose clear.  **\* Know how to structure paragraphs logically linking ideas using a range of conjunctions and adverbials of time, place and frequency.**  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  \*Know how to use direct and reported quotes (newspaper)  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  **\*Know how to use adverbials to show place, time and number.**  \*Knows how to use a range of subordinate conjunctions to create a complex sentence e.g. what, when, where.  **\* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.**  \* Knows how to use expanded ed and ing clauses at the beginning and dropped into sentences. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for information texts drawing on knowledge of different styles and forms for different elements and considering the audience.  **Draft and write**  \*Know to consistently maintain third person and formal tone throughout.  \*Knows how to use a topic sentence to introduce the paragraph.  **\*Know how to select vocabulary to develop or sustain ideas.**  **\* Know how to structure paragraphs for information writing and link ideas using a range of conjunctions and adverbials of time, place and frequency.**  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  \*Knows how to use headings, sub-headings, bullet points an underlining.  \* Know to use parenthesis to explain technical language.  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  \*Knows how to use a range of subordinate conjunctions to create a complex sentence e.g. what, when, where.  **\* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  **\* Knows that adverbial phrases can be used within sentences to show place, time or number**  \*Know how to use an increasing range of generalisers to say how many or how often- rarely, unusually, sometimes, the majority…  . | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for explanation texts drawing on knowledge of different styles and forms for different elements and considering the audience.  \*Know that an explanation text helps the reader understand a process.  **Draft and write**  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  **\* Know how to structure paragraphs for explanatory writing and link ideas using a range of conjunctions and adverbials of time, place and frequency.**  \*Know to consistently maintain a third person, impersonal tone.  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  \*Knows how to use headings, sub-headings, bullet points an underlining.  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \* Knows that adverbial phrases can be used within sentences to show place, time or number  \*Knows how to use a range of subordinate conjunctions to create a complex sentence including causal conjunctions.  **\* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.** | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing. \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for instructional texts drawing on knowledge of different styles and forms for different elements and considering the audience.  \*Know that instructions should be written specifically for the audience using precise language.  **Draft and write**  \* Know that an information text has a structure- introductory sentence,  list of what is needed and steps in chronological order that can be ordered numerically.  \*Know to consistently maintain third person and formal tone throughout.  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  **\* Know how to structure paragraphs for instructional writing and link ideas using a range of conjunctions and adverbials of time, place and frequency.**  \*Knows how to use headings, sub-headings, bullet points an underlining.  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \* Knows that adverbial phrases can be used within sentences to show place, time or number  \*Knows how to use a range of subordinate conjunctions to create a complex sentence.  **\* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose.**  \*Knows that imperative verbs are used at the start of sentences.  \*Know how to use ly words as openers to give additional information to the reader about how to perform actions. Carefully… slowly…firmly… | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing. \*Use planning tools- box it up plan, text maps with increasing independence.  \*Know that a persuasive text is intended to influence what the reader thinks and does and can take the form of a letter, argument or commentary.  \* Know how to create plans for persuasive texts drawing on knowledge of different styles and forms for different elements and considering the audience.  **Draft and write**  \*Know that persuasive language is emotive e.g. boastful adjectives.  **\* Know how to structure paragraphs for persuasive writing linking ideas using a range of conjunctions and adverbials of time, place and frequency.**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  \* Knows how to use personal pronouns to address the reader- I, you, we  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \* Knows that adverbial phrases can be used within sentences to show place, time or number  \*Knows how to use a range of subordinate conjunctions to create a complex sentence including conjunctions that give emphasis- furthermore, additionally.  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose. | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing. \*Use planning tools- box it up plan, text maps with increasing independence  \*Know that a discussion text presents both sides of an argument.  \* Know how to create plans for discursive texts drawing on knowledge of different styles and forms for different elements and considering the audience.  **Draft and write**  \* Know to maintain a third person, formal tone.  **\* Know how to structure paragraphs for discusive writing linking ideas using a range of conjunctions and adverbials of time, place and frequency.**  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  \* Knows how to use impersonal language- some people…  \*Knows when to use long or short sentences for meaning and effect.  \*Know how to use rhetorical questions  **Edit**  \* Makes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Knows that adverbials, adverbial phrases, conjunctions, pronouns and linked vocabulary link ideas within paragraphs**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \* Knows that adverbial phrases can be used within sentences to show place, time or number  \*Knows how to use a range of subordinate conjunctions to create complex sentences including conjunctions that give emphasis- furthermore, additionally- and those that compare and contrast- on the other hand.  \* Know that a relative clause comes after a noun using the relative pronouns who, whom, which, whose. | \*Words ending with ancy, ency, ence, ance, ent  \*Words ending is tial, cial  \*Words ending in tious, cious  \* Words ending in ible, ibly, able, ably  \*The suffix- fer  \* Words with the letter string ough  \* i before e except after c rule  \*Words with silent letters  \* Use of the hyphen  \* Homophones- nouns ending in ce and verbs ending in se  \*Homphones which are easily confused (see list)  (See also Year 5 and 6 word list) | **Punctuation**  \*Brackets, dashes or commas to indicate parenthesis  \*Use of commas to clarify meaning or avoid ambiguity  \*using hyphens to avoid ambiguity  \*using semi-colons, colons or dashes to mark boundaries between independent clauses  \*using a colon to introduce a list  \*punctuating bullet points consistently  **Handwriting**  \*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  \*choosing the writing implement that is best suited for a task. | modal verb  relative pronoun relative clause parenthesis bracket  dash  cohesion  ambiguity |
| **Year 6** | **Spoken Language**  \* use relevant strategies to build their vocabulary  \*articulate and justify answers, arguments and opinions  \* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas \*speak audibly and fluently with an increasing command of Standard English \* participate in discussions, presentations, performances, role play, improvisations and debates  \* consider and evaluate different viewpoints, attending to and building on the contributions of others  **Writing- composition**  plan their writing by:  \* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  \* noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by:  \* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  \* précising longer passages  \* using a wide range of devices to build cohesion within and across paragraphs  \* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Evaluate and edit by:  \* assessing the effectiveness of their own and others’ writing  \* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  \* ensuring the consistent and correct use of tense throughout a piece of writing  \* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  \* proof-read for spelling and punctuation errors  **Writing vocabulary, grammar and punctuation**  \*recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  \*using passive verbs to affect the presentation of information in a sentence  \*using the perfect form of verbs to mark relationships of time and cause  \*using expanded noun phrases to convey complicated information concisely \*using modal verbs or adverbs to indicate degrees of possibility \*using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for recounts drawing on knowledge of different styles and forms for different elements and considering the audience.  **Draft and write**  \* Know how to write recounts (e.g. about school events, an incident from a story or a newspaper) including detail expressed in ways which will engage the reader  **\* Know how to structure paragraphs logically linking ideas.**  **\*Knows how to use a wide range of cohesive devices including adverbials, conjunctions, pronouns and linked vocabulary across sentences and paragraphs.**  **\*Know how to select vocabulary to develop or sustain ideas.**  \*Knows how to use a wide range of clause structures for effect.  \*Know how to use rhetorical questions  \*Know how to use direct and reported quotes (newspaper)  \*Knows how to use headings, sub-headings, bullet points and underlining.  **Edit**  \* Makes changes to their own and others word to improve vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \*Know to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualifications and precision.  \* Knows how to use expanded ed and ing clauses at the beginning and dropped into sentences. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for information texts drawing on knowledge of different styles and forms for different elements.  **Draft and write**  \*Know to consistently maintain third person and formal tone throughout.  \*Knows how to use a topic sentence to introduce the paragraph.  \*Knows how to use a wide range of clause structures for effect.  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  **\* Know how to structure paragraphs for information writing. \*Knows how to use a wide range of cohesive devices including adverbials, conjunctions, pronouns and linked vocabulary across sentences and paragraphs.**  \*Knows how to use headings, sub-headings, bullet points and underlining.  **Edit**  \* Makes changes to their own and others word to improve vocabulary, grammar and punctuation to enhance effect 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pronouns and linked vocabulary across sentences and paragraphs.**  \*Knows how to use a wide range of clause structures for effect.  \*Knows when to use long or short sentences for meaning and effect.  \*Knows how to use headings, sub-headings, bullet points an underlining.  **Edit**  \* Makes changes to their own and others word to improve vocabulary, grammar and punctuation to enhance effect and clarify meaning  **Grammar**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  **\* Know how to use the passive form to affect the presentation of information in a text.**  \*Know to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualifications and precision. | | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Use planning tools- box it up plan, text maps with increasing independence.  \* Know how to create plans for instructional texts drawing on knowledge of different styles and forms for different elements and considering the audience.  \*Know that instructions should be written specifically for the audience using precise language.  **Draft and write**  \* Know that an information text has a structure- introductory sentence,  list of what is needed and steps in chronological order that can be ordered numerically.  \*Know to consistently maintain third person and formal tone throughout. **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  **\* Know how to structure paragraphs for instructional writing \*Knows how to use a wide range of cohesive devices including adverbials, conjunctions, pronouns and linked vocabulary across sentences and paragraphs.**  \*Knows how to use a wide range of clause structures for effect.  \*Knows that imperative verbs are used at the start of sentences.  **Edit**  \* Makes changes to their 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persuasive writing \*Knows how to use a wide range of cohesive devices including adverbials, conjunctions, pronouns and linked vocabulary across sentences and paragraphs.**  \*Knows how to use a wide range of clause structures for effect.  \*Knows how to use different levels of formality e.g. the use of question tags- *You would…. wouldn’t you?*  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to use parenthesis to explain technical language.  \* Knows how to use personal pronouns to address the reader- I, you, we  **Grammar**  \* Makes changes to their own and others word to improve vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \*Know to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualifications and precision.  \*Knows how to use the subjunctive form e.g. If they were…. | **S&L**  \*Know and recall new vocabulary related to the topic.  \*Know and recite the model text by heart.  **Plan**  \*Use oral rehearsal to develop writing.  \*Know that a discussion text presents both sides of an argument.  \* Know how to create plans for discursive texts drawing on knowledge of different styles and forms for different elements and considering the audience.  **\* Know how to structure paragraphs for discursive writing \*Knows how to use a wide range of cohesive devices including adverbials, conjunctions, pronouns and linked vocabulary across sentences and paragraphs.**  **\*Know how to select vocabulary to develop or sustain ideas.**  \* Know to maintain a third person, formal tone.  \*Knows how to use a wide range of clause structures for effect.  \* Know to use parenthesis to explain technical language.  \* Knows how to use impersonal language- some people…  \*Knows how to use the subjunctive form e.g. If they were….  \*Knows how to use different levels of formality e.g. the use of question tags- *You would…. wouldn’t you?*  **Edit**  \* Makes changes to their own and others word to improve vocabulary, grammar and punctuation to enhance effect and clarify meaning.  **Grammar**  **\* Know that modal verbs and adverbs suggest a degree of uncertainty.**  \*Know to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualifications and precision.  \*Knows how to use the subjunctive form e.g. If they were…. | \*Words ending with ancy, ency, ence, ance, ent  \*Words ending is tial, cial  \*Words ending in tious, cious  \* Words ending in ible, ibly, able, ably  \*The suffix- fer  \* Words with the letter string ough  \* i before e except after c rule  \*Words with silent letters  \* Use of the hyphen  \* Homophones- nouns ending in ce and verbs ending in se  \*Homphones which are easily confused (see list)  (See also Year 5 and 6 word list) | **Punctuation**  \*Brackets, dashes or commas to indicate parenthesis  \*Use of commas to clarify meaning or avoid ambiguity  \*using hyphens to avoid ambiguity  \*using semi-colons, colons or dashes to mark boundaries between independent clauses  \*using a colon to introduce a list  \*punctuating bullet points consistently  **Handwriting**  \*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  \*choosing the writing implement that is best suited for a task. | subject  object  active  passive synonym antonym  ellipsis  hyphen  colon  semi-colon bullet points |