|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | Lettercapital letter wordsingularplural sentence punctuationfull stop question mark exclamation markprefixsuffixroot wordcommon exception wordsgraphemephoneme |
| **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. | nounnoun phrase statement questionexclamation command compoundsuffix adjective adverbverb tense (past, present) apostrophe commageneralisers |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 devicesEvaluate 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 speechYear 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]. | Prepositionconjunction word family prefix clause subordinate clause direct speech consonant letter vowel letter inverted commas (or ‘speech marks’)Year 4determiner 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 verbrelative pronoun relative clause parenthesis bracketdash cohesionambiguity |
| **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 and clarify meaning.**Grammar****\* Know that modal verbs and adverbs suggest a degree of uncertainty.**\*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 explanatory texts drawing on knowledge of different styles and forms for different elements and considering the audience.**Draft and write**\*Know to consistently maintain a third person, impersonal tone.**\*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 \*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 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 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. | **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 \*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. | subjectobject activepassive synonym antonym ellipsishyphencolonsemi-colon bullet points |