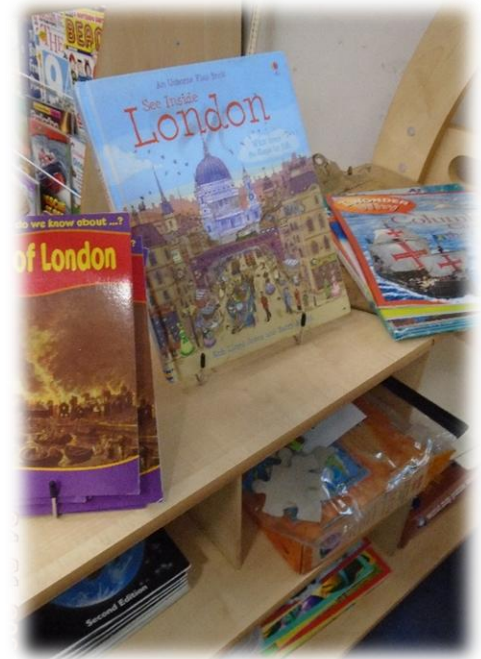


English at Kirkby Stephen Primary School



Enthuse. Explore. Enrich.

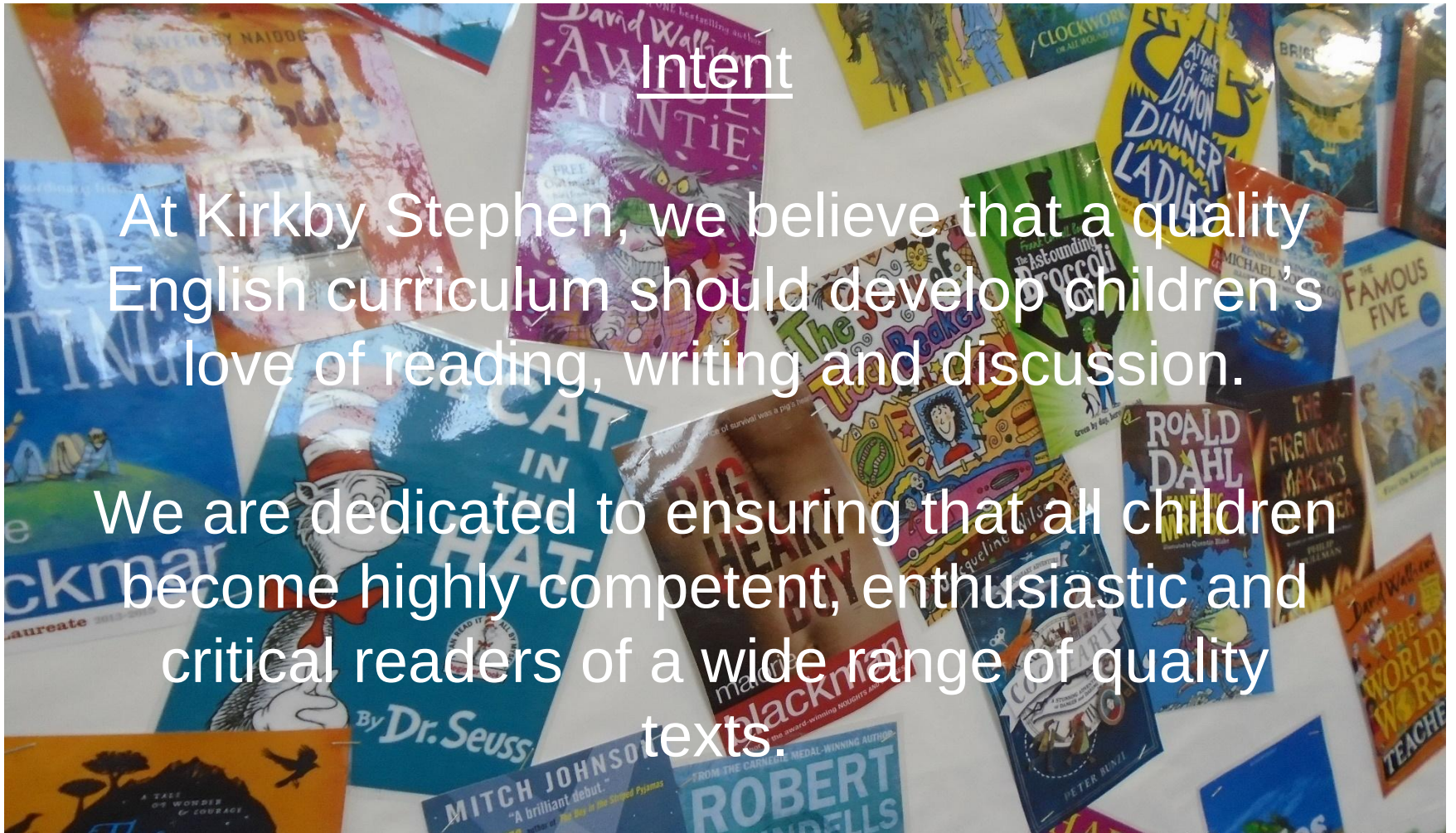


Our vision for English

Intent

At Kirkby Stephen, we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

We are dedicated to ensuring that all children become highly competent, enthusiastic and critical readers of a wide range of quality texts.



Our vision for English

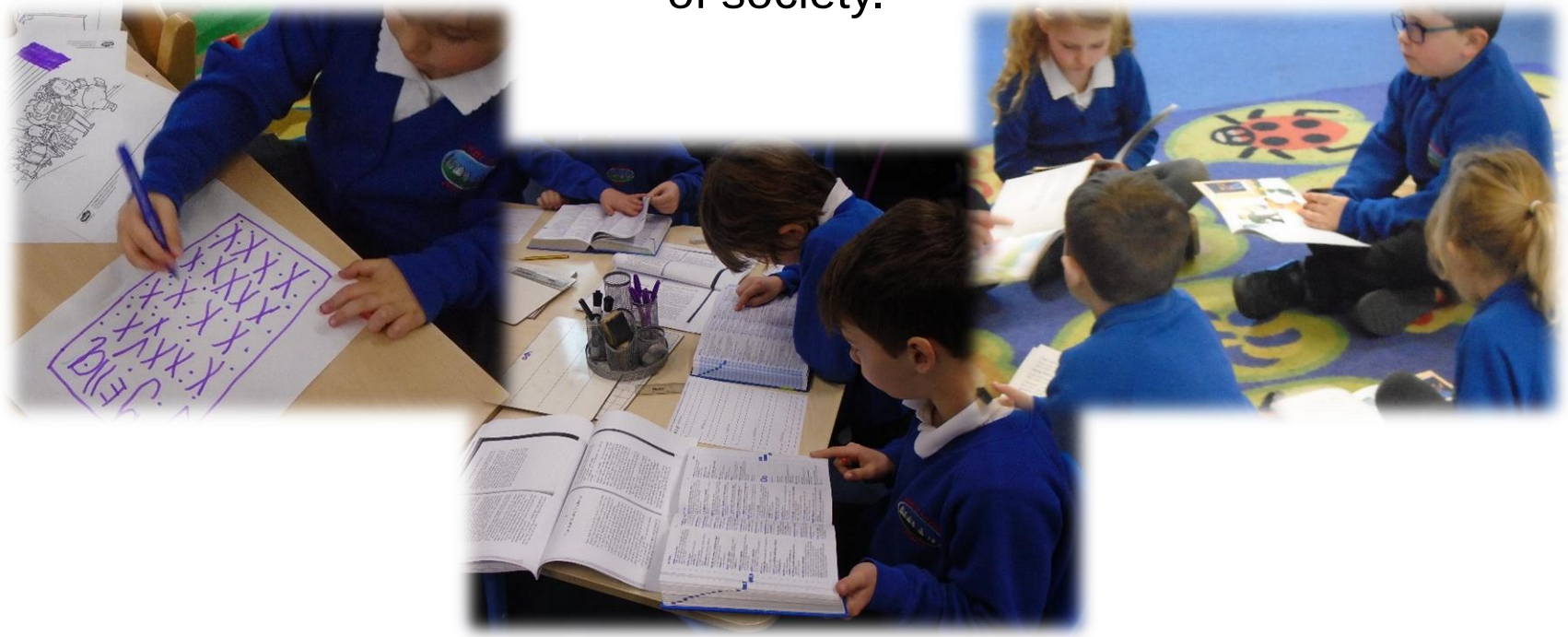
We intend to enable children to express themselves fluently and imaginatively by nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and purposes. We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate their ideas, views and feelings and further their learning.

We believe that a secure basis in literacy is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.



Our vision for English

We believe that a secure basis in literacy is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.



Our vision for English

Implementation

At Kirkby Stephen, we have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross-curricular links with topic work are woven into the programme of study.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; develop the ability to elaborate and explain clearly their understanding and ideas;
- develop skill in speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. Teachers plan activities which are stimulating and challenging, building on children's prior learning. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy.

Our vision for English

SPEAKING AND LISTENING

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills.

READING

Across both Key Stages, we use a graded reading scheme with a wide range of reading genres. Children regularly share their books with an appropriate adult and are encouraged to decode unknown words using appropriate strategies, and to discuss what they have read.

Guided reading is introduced as appropriate and then takes place daily. Children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant.

Reading for comprehension involves work based on three main skills:

- Retrieving and recording information and identifying key details from texts;
- Vocabulary – giving / explaining the meaning of words in context;
- Making and justifying inferences and predictions using evidence from the text

To **implement** our aims we will:-

- Provide a range of reading experiences with a stimulating range of books and texts.
- Involve parents/carers as much as possible.
- Ensure reading for pleasure is promoted as an enjoyable activity.
- Provide support for children with Special Educational Needs as appropriate.

Our vision for English

WRITING

Throughout school, children will write in various ways for different purposes and audiences.

Children will be taught skills in presentation, grammar, punctuation and spelling which they can then apply in extended pieces of writing linked to their Topic work.

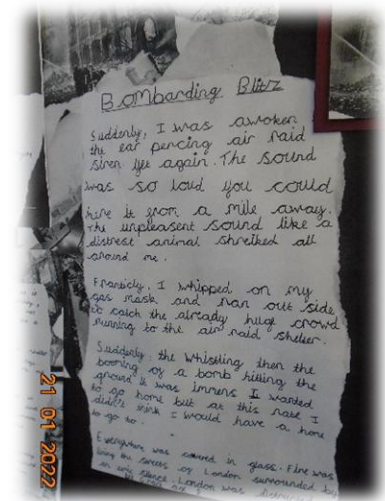
To implement our aims, we will:-

- Provide a variety of stimuli and a range of examples of different types of writing.

- Give feedback, support and encouragement.

- Ensure that necessary skills are in place, with an emphasis on accurate transcription (spelling and handwriting).

- Use assessment to monitor progress and set next steps.



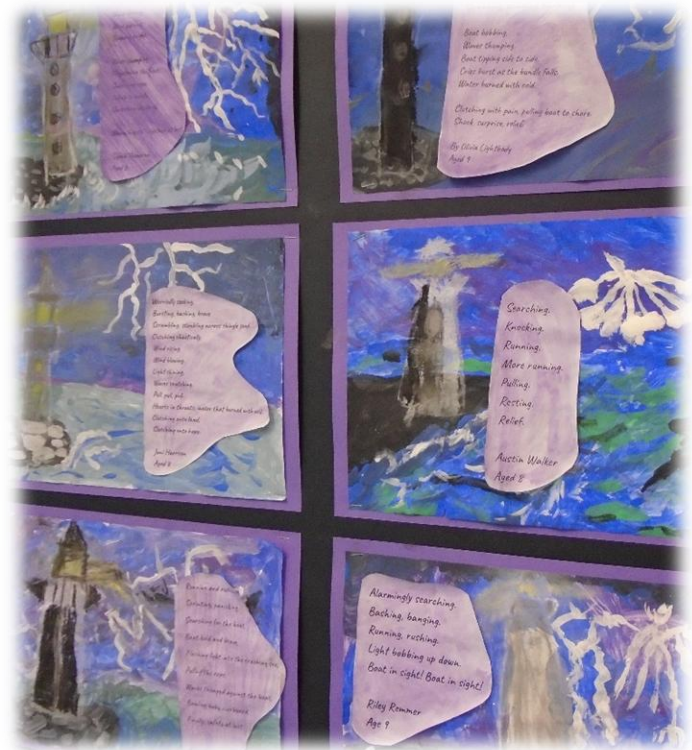
Our vision for English

Impact

Through our high-quality teaching of English, we aspire for all children to reach age-related expectations or above by the end of each year group.

Assessment for learning

Teachers give children regular written or verbal feedback to help guide their progress and children are encouraged to make judgements about how they can improve their own work. Teachers use assessments to measure progress against the key objectives, and to help them plan for the children's next steps in learning. Summative assessments are carried out towards the end of each term and are used to assess progress against school and national targets.



Expectations in EYFS

Communication and language

EYFS Statutory Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Expectations in EYFS

Literacy

EYFS Statutory Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension

(necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Year 1

Reading Expectations



Word Reading

Phonics and Decoding

To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.

Common Exception Words

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

CEWs: the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our

Fluency

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To reread texts to build up fluency and confidence in word reading.

Year 1

Reading Expectations



Reading Comprehension

Understanding and correcting accuracies

To check that a text makes sense to them as they read and to self-correct.

Comparing, Contrasting and Commenting

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
To link what they have read or have read to them to their own experiences.
To retell familiar stories in increasing detail.
To join in with discussions about a text, taking turns and listening to what others say.
To discuss the significance of titles and events.

Words in Context and Authorial Choice

To discuss word meaning and link new meanings to those already known.

Inference and Prediction

To begin to make simple inferences.
To predict what might happen on the basis of what has been read so far.

Poetry and Performance

To recite simple poems by heart.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Write to inform	Write to entertain	Write to entertain	Write to entertain	Write to inform	Write to entertain
Hook	Skeleton, Lamp, hospital equipment, video of Florence Nightingale, video of X-ray, sensory walk	Video of animals across the world, pictures of animals, toy animals	Crown, beanstalk, castle, puppets, face masks, videos of traditional tales	Pirate ship, sword, pirate hat, maps, treasure chest	Seeds, plants, gardening equipment, outdoor area, video of the seasons changing (plants changing over time)	Video of The Tiny World of Insects (BBC Earth), minibeasts captured from outside, bug hotel
Model Text Used	-My life -Florence Nightingale -You're in good paws	-Dear Father Christmas.. -Fireworks -Jungle Adventure -Hedgehog's Journey -Charlotte's Web	-The Enormous Turnip -The Gingerbread Man -Jack and the Beanstalk -The Three Little Pigs	-Captain No-Beard's Diary -Treasure Island -The Treasure of Pirate Frank	-The Lifecycle of a sunflower -How to make a delicious honey sandwich -On the farm	-Superworm -The Ladybird Herd -The Bee is not afraid of me -Frank the farmer
Text Types/Text Features	Fiction and non-fiction	Fiction and non-fiction Poems Letters	Fiction and non-fiction	Fiction and non-fiction	Fiction and non-fiction Letters	Fiction and non-fiction Poems
Prior Learning	How to use finger spaces Letter formation Full stops Number formation	How to use finger spaces Letter formation Full stops Number formation	-Use of conjunction 'and' -Regular plural noun suffixes -s or -es -Descriptive writing skills	-Spelling suffixes -ing and -ed. -Sequence sentences to form short narratives	-Use of ? And ! -Knowledge of proof reading work -Using expanded noun phrases	-Using expanded noun phrases. -Poem writing skills.
Key Skills Focused objectives for lessons (taken from writing assessments)	Leaving spaces between words. Using a capital letter at the start of the sentence Sit correctly at a table, holding a pencil comfortably and correctly Use a full stop at the end of a sentence Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and numbers 0-9.	Leaving spaces between words. Using a capital letter at the start of the sentence Say a sentence out loud before writing it down Spell some common exception words correctly. Spell unknown words using phonemes. Join words and clauses using and . Spell regular plural noun suffixes -s or -es.	Using capital letters correctly and consistently. Use full stops correctly and consistently. Write simple stories about self and others (real or fictional). Sequence sentences to form short narratives (minimum of 5 sentences) Spelling suffixes -ing and -ed. Write some expanded noun phrases to describe and specify.	Some use of question marks. Some use of exclamation marks. Re-read what has been written to check that it makes sense. Use past and present tense appropriately. Spell many common exception words correctly. Write some expanded noun phrases to describe and specify.	Write some expanded noun phrases to describe and specify. Use a range of conjunctions (and, or, but, because, if, so). Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Discuss their writing with adults and peers. Spell most common exception words.	Write some expanded noun phrases to describe and specify. Use a range of conjunctions (and, or, but, because, if, so). Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Discuss their writing with adults and peers. Spell most common exception words.

Year 1

Writing for a Purpose Planning



	Me and my body	Our furry friends	Once upon a time	Pirates	Green fingered fun	Creepy Crawlies
Purpose	Write to inform	Write to entertain	Write to entertain	Write to entertain	Write to inform	Write to entertain
KSPS Non Negotiable	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Use capital letters for names	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Use capital letters for names -Letter formation and number formation.	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Be able to say out loud what they are going to write about. -Use adjectives to describe	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Be able to say out loud what they are going to write about. -Use adjectives to describe -To be able to read their writing aloud clearly enough.	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Spell most common exception words -Use of conjunctions -Use past and present tense appropriately -Number and letter formation is correct. -Use of ! and ?	-Finger spaces -Capital letters -Full stops -Sitting correctly at the table. -Spell most common exception words -Use of conjunctions -Use past and present tense appropriately -Number and letter formation is correct. -To re-read their writing
Scaffolding prompts required	Finger spacers Vocabulary sheets Phonics sheets	Finger spacers Vocabulary sheets Phonics sheets	Finger spacers Vocabulary sheets Phonics sheets	Finger spacers Vocabulary sheets Phonics sheets	Finger spacers Vocabulary sheets Phonics sheets	Finger spacers Vocabulary sheets Phonics sheets
Vocabulary focus	I, my, house, our, friend, school, you, me, so, was, he, a, she, one, says, the, there, we, Head, Body, Eye, Ears, Mouth, Teeth, Leg	Continents, Camouflage, Habitat, Ocean, Winter, Globe. Atlas. Giraffe. African. Elephant . Polar bear, Penguin Tail, Wing, Claw, Fin, Scales, Feathers, Fur, Beak, Paws, Hooves	Once (upon), a, was, he, she, his, no, there, our, to, said, full, my, be, Monarchy, timeline, family tree, royal, past, present, heir, century.	Object, Material, Wood, Plastic, Glass ,Metal, Water Rock, Brick, Paper, Fabric, Elastic, Foil, Cardboard, Rubber, Wool, Clay, Hard, Soft, Stretchy, Stiff, Bendy, Floppy, Waterproof, Absorbent, Rough, Smooth, Shiny, Dull, See- through Key Vocabulary Sailing ship, plank, crew, Blackbeard, Bonnie, pirate, bounty, past, history	Leaf, Flower, Blossom, Bud, Petal, Berry, Root, Seed, Stalk, Trunk, Branch, Stem, Bark, Fruit	Insects, Mini-beasts, Lifecycle, Habitats, Living, Nonliving, Survive, Nutrients, Adapt, Grow, Summer, Habitat, Urban, Rural, Environment, Rock pool, Hedgerow, Seasons

Year 1

Writing Expectations



Writing: Transcription and Spelling

Phonics and spelling rules	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs from phase 2. 3. 4 and 5.
Common exception words	To spell all Y1 common exception words correctly.* To spell days of the week correctly.
Prefixes and suffixes	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).
Further spelling convention	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.
Letter Formation, Placement and Positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 1

Writing Expectations



Writing: Composition

Planning, Writing and Editing	- To say out loud what they are going to write about. - To compose a sentence orally before writing it. - To sequence sentences to form short narratives. - To discuss what they have written with the teacher or other pupils. - To reread their writing to check that it makes sense and to independently begin to make changes. - To read their writing aloud clearly enough to be heard by their peers and the teacher. - To use adjectives to describe.
Purpose and Structure	- To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. - To start to engage readers by using adjectives to describe.

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense	To use simple sentence structures.
Use of phrases and clauses	- To use the joining word (conjunction) 'and' to link ideas and sentences. - To begin to form simple compound sentences.
Punctuation	- To use capital letters for names, places, the days of the week and the personal pronoun 'I'. - To use finger spaces. - To use full stops to end sentences. - To begin to use question marks and exclamation marks.
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Year 2

Reading Expectations



Word Reading

Phonics and decoding

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- To accurately read most words of two or more syllables.
- To read most words containing common suffixes.

Common Exception Words

- To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.

Fluency

- To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.
- To reread these books to build up fluency and confidence in word reading.
- To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

Year 2

Reading Expectations



Reading Comprehension

Understanding and Correcting Inaccuracies

- To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.
- To check that the text makes sense to them as they read and to correct inaccurate reading.

Comparing, contrasting and commenting

- To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
- To discuss the sequence of events in books and how items of information are related.
- To recognise simple recurring literary language in stories and poetry.
- To ask and answer questions about a text.
- To make links between the text they are reading and other texts they have read (in texts that they can read independently).

Words in Context and Authorial Choice

- To discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- To discuss their favourite words and phrases.

Inference and Prediction

- To make inferences on the basis of what is being said and done.
- To predict what might happen on the basis of what has been read so far in a text.

Poetry and Performance

- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Non-Fiction

- To recognise that non-fiction books are often structured in different ways.

Year 2

Writing for a Purpose Planning



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How Does Our Garden Grow?	It's a Bug's Life!
Purpose	Write to inform	Write to entertain	Write to entertain	Write to entertain	Write to inform	Write to entertain
Key Skills Focused objectives for lessons (taken from writing assessments)	- Finger spaces - Appropriate use of tenses. - Conjunctions - Capital letters and full stops. - Commas for a list	- Capital letters and full stops. - Comma's - Conjunctions - Exclamation marks - Question marks	- Capital letters and full stops. - Adverbials - Conjunctions - Exclamation marks - Question marks	- Capital letters and full stops. - Possessive apostrophes - Headings and subheadings - Conjunctions	- Headings and subheadings. - Re-read and edit - Letters joined or beginning to use diagonal strokes to join letters. - Commas for a list	- Letters joined or beginning to use diagonal strokes to join letters. - Exclamation marks - Question marks - Speech marks - Re-read and edit
KSPS Non Negotiable	• Capital letters • Full stops • Finger spaces • Many year two common exceptions words spelt correctly	• Capital letters • Full stops • Finger spaces • Many year two common exceptions words spelt correctly • Spell many words correctly and make phonically plausible attempts at others.	• Capital letters • Full stops • Finger spaces • Letters formed in the correct size, direction relative to one another • Many year two common exceptions words spelt correctly • Spell many words correctly and make phonically plausible attempts at others.	• Capital letters • Full stops • Finger spaces • Letters formed in the correct size, direction relative to one another • Most year two common exceptions words spelt correctly • Spell many words correctly and make phonically plausible attempts at others.	• Capital letters • Full stops • Finger spaces • Letters formed in the correct size, direction relative to one another • Most year two common exceptions words spelt correctly • Spell many words correctly and make phonically plausible attempts at others.	• Capital letters • Full stops • Finger spaces • Letters formed in the correct size, direction relative to one another • Most year two common exceptions words spelt correctly • Spell many words correctly and make phonically plausible attempts at others.

Year 2

Writing for a Purpose Planning



	"Look at me now!"	Construction Fun and Railways	Read Around the World	Animals of the World	How Does Our Garden Grow?	It's a Bug's Life!
Purpose	Write to inform	Write to entertain	Write to entertain	Write to entertain	Write to inform	Write to entertain
Scaffolding prompts required	Then and now pictures Year 1 and 2 common exception word mats Phonics phases sound mats	George Stephenson vocabulary mats Year 1 and 2 common exception word mats Phonics phases sound mats	Continents, Oceans and Great Fire of London vocabulary mats Year 1 and 2 common exception word mats Phonics phases sound mats	Continents, Oceans and Columbus vocabulary mats Year 1 and 2 common exception word mats Phonics phases sound mats	Plants vocabulary mats Year 1 and 2 common exception word mats Phonics phases sound mats	Minibeast vocabulary mats Year 1 and 2 common exception word mats Phonics phases sound mats
Vocabulary focus	- Adverbs- <i>gently, carefully, slowly</i> - Use prepositions (e.g. before/after/during/in/because of) - Use co-ordination (e.g. or/and/but). - Use subordination (e.g. when/if/that/because) to join clauses. - Command sentences	- Past tense verbs- built, flew, rode, drove - Expanded noun phrases - Use co-ordination (e.g. or/and/but). - Use subordination (e.g. when/if/that/because) to join clauses. - Apostrophes for contraction	- Adverbs- <i>gently, carefully, slowly</i> Imperative verbs -er and -est suffix (<i>bigger, biggest, hotter, hottest</i>) - Expanded noun phrases- <i>cold water, hot fire</i> Homophones- see/ sea, sun/son, here/ hear, quite/ quiet -ed suffix- <i>walked, played, licked, watched</i> - Apostrophes for possession	- er and -est suffix Adjectives - Statements - Use subordination (e.g. when/if/that/because) to join clauses.	Homophones- bean/ been, sun/ son. -ly suffix - Use prepositions (e.g. before/after/during/in/because of) - Command sentences - Use the prefix -un.	Compound words - Noun phrases with adjectives -less, -ness, -full, -ment suffixes - Apostrophes for contraction - Use the prefix -un.

Year 2

Writing Expectations



Writing: Transcription – Spelling

Autumn

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)

Year 2 phonics

- The sound /dʒ/ spelt 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.
- The /s/ sound spelt 'c' before 'e', 'i' and 'y'
- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Spring

Revisit

The /l/ or /a/ sound spelt 'le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, it'll, they're)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt 'ey' The /r/ sound spelt 'wr' at the beginning of words The /a/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'

Common exception words

Examples include: most, only, both, could, would, should, move, prove, improve

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Proofreading: After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term Remind pupils of the following strategies:
- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

Summer

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /a/ sound spelt 'el' at the end of words The /l/ or /a/ sound spelt 'al' at the end of words The /l/ or /a/ sound spelt 'il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /n/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

- Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies:
- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

Year 2

Writing Expectations



Writing: Transcription - Handwriting

Letter Formation Placement and Positioning	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters.

Year 2

Writing Expectations



Writing: Composition

Planning, Writing and Editing	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Awareness of Audience, Purpose and Structure	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear

Writing: Grammar, Vocabulary and Punctuation

Sentence Construction and Tense	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.
Use of Phrases and Clauses	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Punctuation	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.
Use of Terminology	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Year 3

Reading Expectations



Word Reading

Phonics and Decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
Common Exception Words	To begin to read Y3/Y4 exception words.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading Comprehension

Comparing, Contrasting and Commenting	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).
Words in Context and Authorial Choice	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.
Inference and Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.
Poetry and Performance	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.
Non-Fiction	To retrieve and record information from non-fiction texts.



	Romans and Volcanoes		Metals and Magnets	Light and Dark	Food and Farming	
Purpose	Write to Inform	Write to Entertain	Write to Inform/entertain	Write to Inform	Write to Entertain	Write to Persuade
Hook	Roman artifacts	Vindolanda school trip A day in Pompeii -Animation Video Clip	Scrap Yard visit Literacy shed – Iron Man DT – robots/robot stimulus	Examples of biographies Roald Dahl JK Rowling Usain Bolt Thomas Edison – online factfiles	Beatrix Potter audio stories	Pen Pal Letters – London Primary School
Model Text Used	The Roman Army Formations –Plazoom	Escape to Pompeii /Stone age Boy	Iron Man and Stig of the Dump	Little People – biographies Thomas Edison Biography	Beatrix Potter Treasured Tales	‘Discovery of Skara Brae’ - Grammarsaurus
Text Types/Text Features	Report	Stories/Descriptions	Explanation Text	Biography	Stories Based on the tales of Beatrix Potter	Persuasive letter to persuade people to buy local produce.
Prior Learning	All sentences start with a capital letter. Statements end with full stops. Handwriting is legible. Clear finger spaces. Writing about real events.	Use expanded noun phrases to add detail and description. Re-read to check that it makes sense. Poetry/rhyme	Prepositions. Writing for different purposes. Instruction writing.	Writing about real events. Tense. Adverbs. Non-Fiction texts	Write sentences with different forms of punctuation. Write sentences in a sequence to form a narrative.	Writing about real events. Write sentences with different forms of punctuation.
Scaffolding prompts required	Year 1/2 word mats	Year 1/2 word mats Vocabulary mats Descriptive word mats/dictionaries	Year 1/2 word mats Writing checklist	Year 1/2 & 3/4 word mats Example Texts Biography Plans Task Instructions Checklists Features Planning sheets Science spelling mats	Year 1/2 and 3/4 word mats Vocabulary mats Story starter examples	Year 1/2 and 3/4 word mats Writing prompts – question marks/spelling mats/vocabulary mats
Vocabulary focus	Romans, Briton, gladiator, soldier, army, weapons, Vindolanda, Boudica, Italy, Volcano, Mount Vesuvius, Pompeii, mosaic, chariot, significance, magma, lava, centurion, century, AD, BCE.	Volcano word mat: sizzling, intimidated, blazed, illuminated, giant, rapid, mighty, torrent, blistered, ejecting lava, ignited, forced, savage, blasted, soaring, glowed, ferocious, vomiting, crimson, turbulent, fiery, brutal, scolding, gushing, aggressive, smouldering, explosive.	Iron Man word mat: colossal, stupendous, huge, furious, anxious, crushed, terrified, iron, steel, metallic, towering, suddenly, frightened, puzzled, amazed.	Scientist, light, inventor, headings, subheadings, paragraphs, facts, dates, Edison, telegraph, laboratory, Morse code.	Once upon a time, The Tale of..., character descriptions, adjectives, setting, expanded noun phrases, conjunctions, creative language.	Address, habitats, local, urban, destroyed, regenerate, farming, fertiliser, intensive farming, livestock, organic farming, pastoral farming, dairy farming, crop farming, sheep farming, land use, continue, change, similarity, difference, past, present.

Year 3

Writing for a Purpose Planning



	Romans and Volcanoes		Metals and Magnets	Light and Dark	Food and Farming	
Purpose	Write to Inform	Write to Entertain	Write to Inform/entertain	Write to Inform	Write to Entertain	Write to Persuade
Key Skills Focused objectives for lessons (taken from writing assessments)	- Writing is clear for purpose. - Appropriate vocabulary and grammar. - Commas in a list. - Apostrophes for contractions. - Expanded noun Phrases. - Nouns and pronouns used for clarity. - Commas in a list. - Consolidate four main punctuation marks. - Spelling is mostly phonetically accurate.	- Describe setting, characters and plot. - Expanded noun phrases. - Writing is clear for purpose. To compose and rehearse sentences orally (including dialogue). - To make deliberate ambitious word choices to add detail. - To begin to create settings, characters and plot in narratives. - Dictionary work. - Capital letters for proper nouns. - Use relative clauses to add detail. - Use full punctuation for direct speech. - Spelling is mostly phonetically accurate.	- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Subheadings and headings. - Paragraphs - Bullet points to list items. - All writing is joined using horizontal and diagonal strokes - Spelling is consistently phonetically accurate.	- To begin to organise their writing into paragraphs around a theme. - Adverbs. - Headings/subheadings - Conjunctions. - Prepositions. - Apostrophes for possession. - Dictionary work. - Commas for subordinate clause. - All writing is joined using horizontal and diagonal strokes. - To spell many of the Y3 and Y4 statutory spelling words correctly. - Spelling is consistently phonetically accurate.	- To begin to use ideas from their own reading and modelled examples to plan their writing. - To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. - To spell many of the Y3 and Y4 statutory spelling words correctly. - All writing is joined using horizontal and diagonal strokes - Paragraphs. - Secure use of apostrophes for possession. - Use subordinate clauses to add detail or context. - Use nouns & pronouns for clarity and cohesion. - Spelling is consistently phonetically accurate.	- Dictionary work. - Paragraphs. - Use rhetorical questions to engage the reader. - Use noun phrases to add detail and description. - All writing is joined using horizontal and diagonal strokes - To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. - To spell many of the Y3 and Y4 statutory spelling words correctly. - Spelling is consistently phonetically accurate.
KSPS Non-Negotiable	- To spell most of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple present tense correctly.	- To spell most of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple past tense correctly.	- To spell most of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple past tense correctly.	- To spell all of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple past tense correctly and consistently.	- To spell all of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple present tense correctly and consistently.	- To spell all of the Y1 and Y2 common exception words correctly. - All Sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible with regular spacing and letter size with a secure pencil grip. - Use simple present tense correctly and consistently.

Year 3

Writing Expectations



Writing: Transcription - Spelling

Autumn	Spring	Summer
Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun Apostrophe Revise contractions from Year 2 Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. •Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) •Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>) Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i> Apostrophe Revise contractions from Year 2 Proofreading Proofread own writing for misspellings of personal spelling list words. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 3

Writing Expectations



Writing: Transcription - Handwriting

Letter Formation, Placement and Positioning	To use a neat, joined handwriting style with increasing accuracy and speed.
Joining Letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Writing: Composition

Planning, Writing and Editing	To begin to use ideas from their own reading and modelled examples to plan their writing. To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).
Purpose and Structure	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.

Year 3

Writing Expectations



Writing: Vocabulary, Grammar and Punctuation

Sentence Construction

To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
To use 'a' or 'an' correctly throughout a piece of writing.

Use of Phrases and Clauses

To use subordinate clauses, extending the range of sentences with more than one clause, by using a wider range of conjunctions, including when, if, because, and although.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Punctuation

To use the full range of punctuation from previous year groups.
To punctuate direct speech accurately, including the use of inverted commas.

Use of Terminology

To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Year 4

Reading Expectations



Word Reading

Phonics and Decoding	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
Common Exception Words	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading Comprehension

Comparing, Contrasting and Commenting	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.
Words in Context and Authorial Choice	Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.
Poetry and Performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Non-Fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.

Year 4

Writing for a Purpose Planning



	World War 2	World War 2	Extinction	Extinction	Vikings	The Eden Valley
Purpose	Write to entertain	Write to inform	Write to persuade	Write to inform	Write to entertain	Write to entertain
Hook	- Diary entries from evacuees	- Videos/audios from 'The Blitz' - Primary evidence	- Greta Thunberg videos and speeches.	- Red squirrels - Peter Nutsford workshop	- Loki Stone - Witch of Tebay	- River dipping
Model Text Used	- Letters from the Lighthouse - Daring Deeds – WW2 Short stories for kids.	- Letters from the Lighthouse - Daring Deeds – WW2 Short stories for kids.	- Greta's Story – The schoolgirl who went on strike.	- Information text on a variety of animals. - Various non-fiction resources.	- How to train your Dragon. - The Legends from the Westmoreland Dales	- The River by Valerie Bloom.
Text Types/Text Features	Diary Entry	Newspaper Article	Persuasive letters/speeches	Informative Text	Myths & Legends	Poetry
Prior Learning	- Fronted adverbials of time & place.	- Indirect speech. - Prepositional phrases	- Nouns and adjectives. - Paragraphing.	- Use of a dictionary - Antonyms and synonyms	- Character & setting descriptions. - Use of adverbials	- Rhyming couplets - Stanzas
Key Skills Focused objectives for lessons (taken from writing assessments)	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Prepositions used to aid cohesion (e.g. before, after, during). - Adverbials - to explain <i>when or where</i> the verb happened. - Apostrophes for possession. - Co-ordinating /subordinating conjunctions.	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Use adverbs (e.g. then/next/soon/therefore) to express, time, place and cause. - Commas used after fronted adverbials. - Commas used for clauses. - Direct speech is punctuated correctly.	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Expand noun phrases with adjectives to describe and specify. - Organise work into paragraphs around a theme. - Pronouns to avoid repetition. - Use simple organisational devices	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Proofread their work for spelling and punctuation errors. - To use dictionaries and thesauruses to explore words. - To recognise the difference between Standard English and Non-Standard English.	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Describe settings, characters and plot. - To use adverbials to show time, place and manner, including fronted adverbials	- Writing has a clear purpose (to inform, entertain, persuade, or discuss). - Use similes, metaphors, alliteration.

Year 4

Writing for a Purpose Planning



	World War 2	World War 2	Extinction	Extinction	Vikings	The Eden Valley
Purpose	Write to entertain	Write to inform	Write to persuade	Write to inform	Write to entertain	Write to entertain
KSPS Non-Negotiable	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Use past tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Use past tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Question sentences end with a question mark. - Exclamations end with an exclamation mark. - Use simple present tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Question sentences end with a question mark. - Exclamations end with an exclamation mark. - Use simple present tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Question sentences end with a question mark. - Exclamations end with an exclamation mark. - Use past tense and simple present tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.	- All sentences start with a capital letter. - Statements and other sentences end with full stops. - Handwriting is legible, with regular spacing and letter size. - Question sentences end with a question mark. - Exclamations end with an exclamation mark. - Use past tense and simple present tense correctly and consistently. - All year two common exception words spelt correctly. - Spelling is consistently phonetically accurate.
Scaffolding prompts required	- Year 3 & 4 word mat. - Fronted adverbials word mats. - Diary example.	- Year 3 & 4 word mat. - Features of an article examples - Key vocabulary - Prepositional phrases word mat.	- Year 3 & 4 word mat. - Adjective word mat.	- Year 3 & 4 word mat. - Example of an information text - Subject specific vocabulary word mat.	- Year 3 & 4 word mat - Descriptive adverbs word mats. - Settings examples.	- Year 3 & 4 word mat. - Poem examples - Features of a river word mat.
Vocabulary focus	appear, caught, enough, favourite, guard, quarters, separate.	believe, century, describe, earth, extremely, important, recently, surprise, thought, weight.	centre, eighth, famous, heart, history, potatoes, promise.	believe, breath, build, certain, consider, enough, experiment, increase, material, straight, weight.	although, appear, different, strengthen, probably, important, regular	address, calendar, different, eighth, favourite, February, interest, island

Year 4

Writing Expectations



Writing: Transcription - Spelling

Autumn

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

- The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'
- The /ʃ/ sound spelt 'ch'
- The /ʌ/ sound spelt 'ou'

(all from Year 3)

Word endings:

Words ending /ure/ (treasure, measure)

Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones

peace/piece, main/mane, fair/fare

Apostrophe

Possessive apostrophe with singular proper nouns (Cyprus's population)

Proofreading

Teach proofreading strategies

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Spring

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

Words ending /tʃə/ spelt 'ture' (creature, furniture)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)

Prefixes and Suffixes

Prefixes 'anti-' and 'inter-'

Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2

Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proofreading, including using a dictionary.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Summer

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like /ʒən/ spelt '-sion' (division, confusion)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

Suffix '-ous' (poisonous, outrageous)

Homophones

whether/weather, who's/whose, missed/mist, medal/meddle, team/teem

Apostrophe

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Year 4

Writing Expectations



Writing: Transcription - Handwriting

Letter Formation, Placement and Positioning	To increase the legibility, consistency and quality of their handwriting [e.g 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].
Joining Letters	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Writing: Composition

Planning, Writing and Editing	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
Purpose and Structure	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Year 4

Writing Expectations



Writing: Vocabulary, Grammar and Punctuation

Sentence Construction

To always maintain an accurate tense throughout a piece of writing.
To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

Use of Phrases and Clauses

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

Punctuation

To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
To consistently use apostrophes for singular and plural possession.

Use of Terminology

To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

Year 5

Reading Expectations



Word Reading

Phonics and Decoding

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.

Common Exception Words

- To read most Y5/ Y6 exception words,
- discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading Comprehension

Comparing, Contrasting and Commenting

- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- To identify main ideas drawn from more than one paragraph and to summarise these.
- To recommend texts to peers based on personal choice.

Words in Context and Authorial Choice

- To discuss vocabulary used by the author to create effect including figurative language.
- To evaluate the use of authors' language and explain how it has created an impact on the reader.

Inference and Prediction

- To draw inferences from characters' feelings, thoughts and motives.
- To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

Poetry and Performance

- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

Non-Fiction

- To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

Year 5 Writing for a Purpose Planning						
	Grand Designs	Grand Designs	Earth and Space	Ancient Greeks	Amazon Rainforest	Ancient Egypt
Purpose	Write to Inform	Write to Entertain	Write to Inform	Write to Entertain	Write to Persuade	Write to Discuss
Hook	Street Child by Berlie Doherty Video about Brunel’s life	The Railway Navvies by Terry Coleman	The Jamie Drake Equation by Christopher Edge Video about the ISS	Ancient Greek Myths	Deforestation Videos	Video about the Rosetta Stone
Model Text Used	Harriet Tubman biography Grammarsaurus	Workhouse Sorrow Grammarsaurus	Earth and Space Grammarsaurus	Theseus and the Minotaur Plazoom	Stop Deforestation Grammarsaurus	Are Zoos Beneficial Grammarsaurus
Text Types/Text Features	Biography of Isambard Kingdom Brunel	Railway Navvy narrative Report on Geography Fieldwork Trip	Report on the International Space Station	Greek Myth Ancient Greek Poetry	Letter to prevent deforestation Rainforest Poetry	A balanced argument about the Rosetta Stone
Prior Learning	-Adverbials to explain when or where a verb happened -Commas after fronted adverbials -Proper nouns capitalised	-Describe settings, characters and plot -Expand noun phrases with adjectives -Direct speech punctuated correctly	-Apostrophes for possession -Apostrophes for contracted words	-Use adverbs -Describe settings, characters and plot -Expand noun phrases -Direct speech punctuated correctly	-Coordinating conjunctions. -Subordinating conjunctions -Adverbials -Commas after fronted adverbials	-Commas used for clauses -Coordinating conjunctions -Subordinating conjunctions
Key Skills Focused objectives for lessons (taken from writing assessments)	-Fronted adverbials and punctuated correctly. -Apostrophes for possession	-Direct speech punctuated correctly -Extend sentences using relative clauses -Expanded noun phrases -Similes/metaphors -Personification	-Colons to include bullet point lists -Commas, dashes or brackets for parentheses -Extend sentences adding subordinate clauses to add more detail	-Direct speech punctuated correctly -Commas, dashes or brackets for parentheses -Expanded noun phrases	-Extend sentences using relative clauses -Extend sentences adding subordinate clauses to add more detail -Commas with subordinate clauses. Poetry -Expanded noun phrases -Similes/metaphors -Personification -Onomatopoeia	-Use adverbials to aid cohesion -Begin to use passive voice to become more formal

Year 5

Writing for a Purpose Planning

	Grand Designs	Grand Designs	Earth and Space	Ancient Greeks	Amazon Rainforest	Ancient Egypt
Purpose	Write to Inform	Write to Entertain	Write to Inform	Write to Entertain	Write to Persuade	Write to Discuss
KSPS Non Negotiable	-All sentences start with a capital letter -Statements and other sentences end with full stops -Commas are used in lists -Apostrophes for contracted words -Proper nouns are capitalized -Paragraphs used to organize main ideas -Year 3 and 4 spelling words mostly spelt correctly	-All sentences start with a capital letter -Statements and other sentences end with full stops -Question sentences end with a question mark -Exclamations end with exclamation marks -Proper nouns are capitalized -Paragraphs used to organize main ideas -Descriptive words for settings and characters -Year 3 and 4 spelling words mostly spelt correctly -Handwriting is legible, with regular spacing and letter size	-All sentences start with a capital letter -Statements and other sentences end with full stops -Commas are used in lists -Apostrophes for contracted words -Proper nouns are capitalized -Paragraphs used to organize main ideas -Bullet points used in non-fiction writing -Year 3 and 4 spelling words mostly spelt correctly -Handwriting is legible, with regular spacing and letter size	-All sentences start with a capital letter -Statements and other sentences end with full stops -Question sentences end with a question mark -Exclamations end with exclamation marks -Proper nouns are capitalized -Paragraphs used to organize main ideas -Descriptive words for settings and characters -All Year 3 and 4 spellings spelt correctly -Handwriting is legible, with regular spacing and letter size	-All sentences start with a capital letter -Statements and other sentences end with full stops -Question sentences end with a question mark -Exclamations end with exclamation marks -Apostrophes for contracted words -Proper nouns are capitalized -Paragraphs used to organize main ideas -All Year 3 and 4 spellings spelt correctly -Handwriting is legible, with regular spacing and letter size	-All sentences start with a capital letter -Statements and other sentences end with full stops -Commas are used in lists -Apostrophes for contracted words -Proper nouns are capitalized -Paragraphs used to organize main ideas -All Year 3 and 4 spellings spelt correctly -Handwriting is legible, with regular spacing and letter size
Scaffolding prompts required	-Biography sentence starters -Features of a biography mat -Writing to inform prompt	-Story writing prompt sheets -Characters/settings -Writing to entertain prompt	-Bullet points prompt mat -Parentheses prompt mat -Writing to inform prompt	-Story writing mats -Greek Gods and Goddesses prompts -Writing to entertain prompt	-Persuasive writing word mat -Persuasive openers may -Writing to persuade prompt	-Balanced argument mat -Passive voice prompt mat -Writing to discuss prompt
Vocabulary Focus	Isambard Kingdom Brunel, biography, engineer, Victorians, inventor, industrial revolution	Navvy, railway, conditions, shanty	International Space Station, space walks, cupola, dehydrated, orbits, module, gravity, scientists, Earth, astronauts	Gods, goddesses, mythical, moral, beast, revenge, danger	Deforestation, environment, carbon dioxide, living things, habitats, global warming, atmosphere	Rosetta Stone, pyramids, artefact, museum, exhibit

Writing Expectations in Year 5

As writers the children will...



Writing: Transcription, Spelling

Autumn

Revisit

Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful etymological notes on curious or difficult words

Word endings

Words with the letter string '-ough' Words ending in '-able' and '-ible'

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed

Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

Dictionary

Use of a dictionary to support teaching of word roots, derivations and spelling patterns
Use of a dictionary to create word webs

Proofreading

Focus on checking words from personal lists.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Spring

Revisit

Strategies at the point of writing: Have a go Apostrophe for possession

Rare GPCs

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)
Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)

Morphology/ Etymology

Teach extension of base words using word matrices.

Word endings

Words ending in '-ably' and '-ibly'
Revise words ending in '-able' and '-ible'

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words with common roots

Proofreading

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list

Summer

Revisit

Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones

(*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*)

Suffixes

Problem suffixes

Dictionary

Teach use of dictionary to check words, referring to the first three or four letters

Proofreading

Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology

Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Writing Expectations in Year 5

As writers the children will...



Writing: Handwriting	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
Letter formation, Placement and Positioning	- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.				
Joining Letters	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.				
Writing: Composition	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
Planning, Writing and Editing	- To 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. - To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - To consistently link ideas across paragraphs. - To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.				
Purpose and Structure	- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. - To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. - To regularly use dialogue to convey a character and to advance the action. - To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. - To spell many of the Y5 and Y6 statutory spelling words correctly.				

Writing Expectations in Year 5

As writers the children will...



Writing: Vocabulary, Grammar and Punctuation	Grand Designs	Earth and Space	Ancient Greeks	The Amazon Rainforest	Ancient Egypt
Sentence Construction and Tense	- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - To ensure the consistent and correct use of tense throughout all pieces of writing.				
Use of Phrases and Clauses	- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). - To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.				
Punctuation	- To use commas consistently to clarify meaning or to avoid ambiguity. - To use brackets, dashes or commas to indicate parenthesis.				
Use of Terminology	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.				

Year 6

Reading Expectations



Reading: Word Reading

Phonics, Decoding and Fluency

To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings as detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).
To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
To further develop vocabulary.

Reading: Comprehension

Comparing, Contrasting and Commenting

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
To recognise more complex themes in what they read (such as loss or heroism).
To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
To draw out key information and to summarise the main ideas in a text.
To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
To compare characters, settings and themes within a text and across more than one text.

Words in Context and Authorial Choice

To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Inference and Prediction

To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Poetry and Performance

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Non-Fiction

To retrieve, record and present information from non-fiction texts.
To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Year 6

Writing for a Purpose



	Autumn 1 The Human Machine <i>Focus text: Pig Heart Boy by Malorie Blackman</i>	Autumn 2 Evolution <i>Focus texts: Skellig by David Almond Darwin's Origin of Species by Sabina Radeva</i>	Spring 1 Mountains <i>Focus text: Everest by Sangma Francis</i>	Spring 2 Floodland <i>Focus text: Floodland by Marcus Sedgwick</i>	Summer India/Cycling <i>Focus texts: Just So Stories and Jungle Book by Rudyard Kipling</i>	
Purpose and text type	To persuade: Persuasive letter on organ transplantation. Model text: fake NHS letter. To inform: Explanation text on cardiovascular system. Model text: <i>The Workings of the Human Heart</i>	To entertain: Write a character and setting description (Model text: <i>Skellig</i>). To inform: Write a newspaper report (Model text: <i>Herald Man in Shed</i>).	To inform: Write website pages on Mount Everest/ other mountains. Model text: <i>Mountains Non-C Report</i> .	To entertain: continue a narrative. Model text: <i>Floodland</i> . To discuss: balanced argument on an aspect of the climate crisis. Model text: <i>Should All Animals Be Freed From Zoos?</i>	To persuade: write a sales pitch (linked to DT - design a bicycle). Model text: <i>Dragon's Den transcript; Is This the Perfect Trainer?</i>	To entertain: write a 'Just So' story and poem. Model text: <i>How the Whale got His Throat</i> .
Text Features/ Key Skills	Use of a range of organisational devices (headings, sub-headings, bulleted lists). Use of appropriate technical vocabulary. Use of dashes, brackets and commas to indicate parenthesis. Use of modal verbs.	Use of appropriate technical vocabulary. Use of appropriate level of formality including passive voice. Use of expanded noun phrases and relative clauses. Use dialogue to develop character and advance action. Detailed description of character, setting, atmosphere.	Use perfect tense. Use of dashes, brackets and commas to indicate parenthesis. Use of semi-colons and colons to mark related clauses. Use of appropriate technical vocabulary.	Range of cohesive devices within and across paragraphs including adverbials, synonyms and pronouns. Use dialogue to develop character and advance action. Detailed description of character, setting, atmosphere. Use of subordinating conjunctions to begin and extend sentences.	Use rhetorical questions. Use modal and imperative verbs. Use of the subjunctive form. Use of commas, colons and semi-colons to mark clauses and in lists.	Use dialogue to develop character and advance action. Detailed description of setting, character and atmosphere, including literary devices such as metaphors and personification. Varied sentence structures.
KSPS non-negotiable	Capital letters (including for proper nouns), full stops, question marks and exclamation marks used accurately and consistently. Year 3/4 spellings consistently correct. Paragraphs used to organise main ideas.	Apostrophes for contraction used correctly. Commas used in lists. Descriptive words (adjectives, adverbs, synonyms) for settings and characters.	Appropriate features in non-fiction (headings, sub-headings, bullet points) used correctly. Many Year 5/6 spellings correct.	Cursive handwriting used consistently and accurately.	Most Year 5/6 spellings correct.	

Year 6

Writing Expectations



Writing: Transcription - Spelling

Autumn	Spring	Summer
Revisit Strategies at the point of writing: Have a go Words ending 'able/ably', '-ible/ibly' Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'. Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>) Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i> Proofreading Proofreading in smaller chunks – sentences and paragraphs. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	Revisit Words containing the letter string '-ough' Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>) Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2 Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.	Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i> Proofreading Embedding proofreading strategies when reviewing own writing independently. Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Learn root words and meanings. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Year 6

Writing Expectations



Writing: Transcription - Handwriting

Letter Formation Placement and Positioning	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
Joining Letters	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing: Composition

Planning, Writing and Editing	- To note down and develop initial ideas, drawing on reading and research where necessary. - To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). - To use a wide range of devices to build cohesion within and across paragraphs. - To habitually proofread for spelling and punctuation errors. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of Audience, Purpose and Structure	- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). - To distinguish between the language of speech and writing and to choose the appropriate level of formality. - To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Year 6

Writing Expectations



Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

Use of Phrases and Clauses

To use the subjunctive form in formal writing.
To use the perfect form of verbs to mark relationships of time and cause.
To use the passive voice.
To use question tags in informal writing.

Punctuation

To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Use of Terminology

To recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.