



# Progression of Skills in Writing.

At Cobbs Brow Primary School, we are good writers when we use our skills...

	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>To write some irregular common words.</p>	<ul style="list-style-type: none"> <li>- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back.</i></li> <li>- Spell words with the /b/ sound spelt n before k, e.g. <i>bank, think.</i></li> <li>- Divide words into syllables, e.g. <i>pocket.</i></li> <li>- Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch.</i></li> <li>- Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i></li> <li>- Add s and es to words, e.g. <i>thanks, catches.</i></li> <li>- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> <li>- Add -er and -est to adjectives where no change is needed to the root word.</li> <li>- Spell words with vowel digraphs.</li> <li>- Spell words with vowel trigraphs.</li> <li>- Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy.</i></li> <li>- Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel.</i></li> <li>- Spell words using k for the /k/ sound, e.g. <i>Kent.</i></li> <li>- Add the prefix -un.</li> <li>- Spell compound words, e.g. <i>farmyard, bedroom.</i></li> <li>- Spell common exception words (see below).</li> <li>- Spell days of the week.</li> <li>- Name the letters of the alphabet in order.</li> <li>- Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>- Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>- Learn to spell common exception words (see below).</li> <li>- Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i></li> <li>- Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i></li> <li>- To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</li> <li>- Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i></li> <li>- Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i></li> <li>- Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i></li> <li>- Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>- Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i></li> <li>- <b>Spell words with:</b> <ul style="list-style-type: none"> <li>- the /d/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>- the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i></li> <li>- the /w/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i></li> <li>- the /l/ or /ll/ sound spelt -<i>le</i> at the end of words, e.g.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Use further prefixes <i>dis-</i>, <i>mis-</i>, <i>re-</i>, and suffixes <i>-ly</i>, <i>-ous</i>, and understand how to add them.</li> <li>- Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>- Spell homophones and near homophones.</li> <li>- Spell words containing the /oʊ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i></li> <li>- Spell words with endings sounding like /ɪə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>- Spell words with endings sounding like /ʊə/ e.g. <i>creature, furniture, adventure.</i></li> <li>- Spell words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>- Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think / thought</i></li> <li>- Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></li> <li>- Use the first two letters of a word to check its spelling in a dictionary.</li> <li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>- Spell words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> </ul>	<ul style="list-style-type: none"> <li>- Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>- Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.</li> <li>- Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calff/calves.</i></li> <li>- Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus.</i></li> <li>- Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine.</i></li> <li>- Identify and spell words ending with the /g/ sound spelt -<i>gue</i> and the /k/ sound spelt -<i>que</i> (French in origin), e.g. <i>tongue, antique.</i></li> <li>- Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene.</i></li> <li>- Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i></li> <li>- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb).</li> <li>- The /ɪə/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt.</i></li> <li>- Use the first three letters of a word to check its spelling in a dictionary.</li> <li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>- Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate verb prefixes e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.</li> <li>- Recognise and spell words ending in <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i>.</li> <li>- Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</li> <li>- Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</li> <li>- Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i></li> <li>- Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>- To recognise and spell the suffixes <i>-al-</i>, <i>-ary-</i>, <i>-ic</i>.</li> <li>- To spell further suffixes, e.g. <i>ll in full becoming l</i>.</li> <li>- Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></li> <li>- To spell unstressed vowels in polysyllabic words.</li> <li>- Develop self-checking and proof reading strategies.</li> <li>- Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>- Use a thesaurus.</li> <li>- Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and spell endings which sound like /ɪəz/, spelt <i>-ious</i> or <i>-tious</i>.</li> <li>- Recognise and spell endings which sound like /ɪəl/, e.g. <i>official, partial.</i></li> <li>- Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference.</i></li> <li>- Investigate use of the hyphen.</li> <li>- Investigate and use further prefixes, e.g. <i>bi-</i> <i>trans-</i> <i>tele-</i> <i>circum-</i>.</li> <li>- Distinguish between homophones and other words that are often confused.</li> <li>- Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>- Be secure with all spelling rules previously taught.</li> <li>- Use a number of different strategies interactively in order to spell correctly.</li> <li>- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> <li>- Spell words from the Year 6 list (selected from the statutory Year 5/6 word list)</li> </ul>

		<p>☑ -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><i>table, apple.</i>  - the /l/ or /tʃl/ sound spelt –el at the end of words, e.g. <i>camel, tunnel.</i>  - the /l/ or /tʃl/ sound spelt –al at the end of words, e.g. <i>pedal, capital.</i>  - the ending –il e.g. <i>pencil, fossil, nostril.</i>  - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply.</i>  - The /ɪ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>  - The /ɪ/ sound spelt o, e.g. <i>mother, Monday</i>  - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i>  - The /ɪ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>  - The /ɪ:/ sound spelt or after w, e.g. <i>word, worm</i>  - The /ɪ:/ sound spelt ar after w, e.g. <i>war, warm</i>  - The /ɪ/ sound spelt s, e.g. <i>television, usual</i>  ☑-Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies.</i>  -Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier.</i>  ☑-Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker.</i>  ☑-Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted.</i>  ☑-Spell words ending in –tion, e.g. <i>station, fiction</i>  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p>-Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)</p>		
Vocabulary, punctuation and grammar	<p><b>Sentence Construction and Tense</b></p> <p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four</p>	<p>☑ -Say, and hold in memory whilst writing, simple sentences which make sense.  ☑ -Write simple sentences that can be read by themselves and others.  ☑ -Separate words with spaces.  ☑ -Use punctuation to demarcate simple sentences (capital letters and full stops).  ☑ -Use capital letter for the personal pronoun I.</p>	<p>-Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).  ☑ -Use sentences with different forms: statement, question, command, exclamation.  ☑ -Secure the use of full stops, capital letters,</p>	<p>☑ -Identify clauses in sentences.  -Explore and identify main and subordinate clauses in complex sentences.  -Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i>  ☑ -Use the comma to separate clauses in complex sentences where the subordinate</p>	<p>☑ -Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>  -Use commas to mark clauses in complex sentences.  ☑ -sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p>	<p>☑ -Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>  ☑ -Create complex sentences where the relative</p>	<p>☑ -Manipulate sentences to create particular effects.  ☑ -Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another</i></p>

<p style="text-align: center; color: orange;">to six words</p> <p style="text-align: center; color: blue;">Use new vocabulary throughout the day.</p> <p style="text-align: center; color: blue;">Articulate their ideas and thoughts in well-formed sentences.</p> <p style="text-align: center; color: blue;">Connect one idea or action to another using a range of connectives.</p> <p style="text-align: center; color: green;">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p style="text-align: center; color: green;">Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p style="text-align: center; color: blue;"><b>Use of Phrases and Clauses</b></p> <p style="text-align: center; color: orange;">Use longer sentences of four to six words.</p> <p style="text-align: center; color: blue;">Articulate their ideas and thoughts in well-formed sentences.</p> <p style="text-align: center; color: blue;">Connect one idea or action to another using a range of connectives.</p> <p style="text-align: center; color: green;">Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<ul style="list-style-type: none"> <li>☒ -Use capital letters for names of people, places and days of the week.</li> <li>☒ -Identify and use question marks and exclamation marks.</li> <li>☒ -Use the joining word <i>and</i> to link words and clauses.</li> <li>☒ -Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>☒ -Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>☒ -Add suffixes to verbs <b>where no spelling change is needed</b> to the root word e.g. <i>helping, helped, helper</i>.</li> <li>☒ -Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<ul style="list-style-type: none"> <li>☒ -Use capital letters for names of people, places and days of the week.</li> <li>☒ -Use commas to separate items in a list.</li> <li>☒ -Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>☒ -Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> <li>☒ -Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. - When we had finished our writing, we went out to play</i>.</li> <li>☒ -Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>.</li> <li>☒ -Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day</i>.</li> <li>☒ -Select, generate and effectively use verbs.</li> <li>☒ -Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>☒ -Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>☒ -Use present tense for non-chronological reports and persuasive adverts.</li> <li>☒ -Select, generate and effectively use nouns.</li> <li>☒ -Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>-Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>.</li> <li>☒ -Select, generate and effectively use adjectives.</li> <li>☒ -Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> </ul>	<p>exclamation marks and question marks.</p> <ul style="list-style-type: none"> <li>☒ -Use commas to separate items in a list.</li> <li>☒ -Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>☒ -Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>.</li> <li>☒ -Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. - When we had finished our writing, we went out to play</i>.</li> <li>☒ -Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. 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these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>☒ -Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></li> <li>☒ -Identify, select and effectively use pronouns.</li> <li>☒ -Use nouns for precision, e.g. <i>burglar</i> rather than <i>man, bungalow</i> rather than <i>house</i>.</li> <li>☒ -Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</li> <li>☒ -Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>. <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>-Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>	<p>pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead</i>.</p> <ul style="list-style-type: none"> <li>☒ -Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap</i>.</li> <li>☒ -Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board</i>.</li> <li>☒ -Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests</i>.</li> <li>-Demarcate complex sentences using commas in order to clarify meaning.</li> <li>-Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> <li>☒ -Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff</i>.</li> <li>☒ -Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa</i>.</li> <li>☒ -Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice</i>.</li> <li>☒ -Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>☒ -Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.</li> <li>-Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.</li> </ul>	<p><i>possibility, alternatively, as a consequence</i>.</p> <ul style="list-style-type: none"> <li>☒ -Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>.</li> <li>-Use ellipsis to link ideas between paragraphs.</li> <li>☒ -Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>☒ -Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining, I am fed up</i>.</li> <li>☒ -Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</li> <li>☒ -Identify the subject and object of a sentence.</li> <li>☒ -Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken</i>.</li> <li>☒ -Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect)</i>.</li> <li>☒ -Punctuate bullet points consistently.</li> <li>☒ -Identify and use colons to introduce a list.</li> <li>☒ -Identify and use semi-colons within lists.</li> <li>☒ -Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus maneating shark</i>.</li> </ul>
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			<p>-Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i></p> <p>☒-Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i></p> <p>☒-Select, generate and effectively use adverbs.</p> <p>-Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i></p>			<p>☒ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p> <p>☒ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p> <p>☒ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</p>	
Composition	<p><b>Planning, Writing and Editing</b></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in</p>	<p><b>Planning</b></p> <p>☒ Orally plan and rehearse ideas.</p> <p>☒ -Sequence ideas and events in narrative.</p> <p>☒ -Sequence ideas and events in non-fiction.</p> <p>☒ -Use familiar plots for structuring the opening, middle and end of their stories.</p> <p><b>Drafting and Writing</b></p> <p>☒ -Orally compose every sentence before writing.</p> <p>☒ -Re-read every sentence to check it makes sense.</p> <p>☒ -Compose and sequence their own sentences to write short narratives.</p> <p>☒ -Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i></p> <p>☒ -Use formulaic phrases to open and close texts.</p> <p>☒ -Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i></p> <p><b>Evaluating and Editing</b></p> <p>☒ -Discuss their writing with adults and peers.</p> <p><b>Performing</b></p> <p>☒ -Read aloud their writing audibly to adults and peers.</p>	<p><b>Planning</b></p> <p>☒ -Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></p> <p><b>Drafting and Writing</b></p> <p>☒ -Orally rehearse each sentence prior to writing.</p> <p>☒ -Develop a positive attitude to writing.</p> <p>☒ -Develop stamina for writing in order to write at length.</p> <p>☒ -Write about real and fictional events.</p> <p>☒ -Write simple poems based on models.</p> <p>☒ -Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>☒ -Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p><b>Evaluating and Editing</b></p> <p>☒ -Edit and improve own writing in relation to audience and purpose.</p> <p>☒ -Evaluate their writing with adults and peers.</p> <p>☒ -Proofread to check for errors in spelling, grammar and punctuation.</p> <p>☒ -Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i></p> <p><b>Performing</b></p> <p>☒ -Read aloud their writing with partners and make the meaning clear.</p>	<p><b>Planning</b></p> <p>☒ -Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>☒ -Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>☒ -Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i></p> <p><b>Drafting and writing</b></p> <p>☒ -Create and develop settings for narrative.</p> <p>☒ -Create and develop characters for narrative.</p> <p>☒ -Improvise, create and write dialogue.</p> <p>☒ -Create and develop plots based on a model.</p> <p>☒ -Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</p> <p>☒ -Use different sentence structures (see VGP).</p> <p>☒ -Group related material into paragraphs.</p> <p>☒ -Use headings and sub headings to organise information.</p> <p><b>Evaluating and Editing</b></p> <p>☒ -Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>☒ -Discuss and propose changes with partners and in small groups.</p> <p>☒ -Improve writing in the light of evaluation.</p>	<p><b>Planning</b></p> <p>☒ -Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>☒ -Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>☒ -Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></p> <p><b>Drafting and Writing</b></p> <p>☒ -Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>☒ -Plan and write an opening paragraph which combines setting and character/s.</p> <p>☒ -Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>☒ -Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i></p> <p>☒ -Use different sentence structures (see VGP).</p> <p>☒ -Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>☒ -Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></p> <p>☒ -Link ideas across paragraphs through fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i></p>	<p><b>Planning</b></p> <p>☒ -Identify the audience and purpose.</p> <p>☒ -Select the appropriate language and structures.</p> <p>-Use similar writing models.</p> <p>☒ -Note and develop ideas.</p> <p>☒ -Draw on reading and research.</p> <p>-Think how authors develop characters and settings (in books, films and performances).</p> <p><b>Drafting and Writing</b></p> <p>☒ -Select appropriate structure, vocabulary and grammar.</p> <p>☒ -Blend action, dialogue and description within and across paragraphs.</p> <p>☒ -Use different sentence structures with increasing control (see VGP).</p> <p>☒ -Use devices to build cohesion (see VGP).</p> <p>☒ -Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></p> <p><b>Evaluating and Editing</b></p> <p>☒ -Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>-Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>☒ -Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>☒ -Ensure consistent subject and verb agreement.</p> <p>-Proofread for spelling and punctuation errors.</p> <p><b>Performing</b></p> <p>☒ -Use appropriate intonation and volume.</p> <p>-Add movement.</p>	<p><b>Planning</b></p> <p>☒ -Identify audience and purpose.</p> <p>-Choose appropriate text-form and type for all writing.</p> <p>☒ -Select the appropriate structure, vocabulary and grammar.</p> <p>☒ -Draw on similar writing models, reading and research.</p> <p>☒ -Compare how authors develop characters and settings (in books, films and performances).</p> <p>☒ -Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></p> <p><b>Drafting and Writing</b></p> <p>☒ -Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>☒ -Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p> <p>☒ -Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p> <p>☒ -Consciously control the use of different sentence structures for effect.</p>

	<p>different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p><b><u>Awareness of Audience, Purpose and Structure</u></b></p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>			<p><b>Performing</b></p> <p>☒ Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p><b>Evaluating and Editing</b></p> <p>☒ Proofread to check for errors in spelling, grammar and punctuation.</p> <p>☒ Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>☒ Improve writing in light of evaluation.</p> <p><b>Performing</b></p> <p>☒ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>-Ensure meaning is clear.</p>	<p>☒ Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>☒ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.</p> <p>☒ Combine text-types to create hybrid texts e.g. <i>persuasive speech</i>.</p> <p>☒ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>.</p> <p>☒ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></p> <p>☒ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></p>
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	<p>stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
Handwriting	<p><b>Letter Formation Placement Positioning</b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</p>	<p>☑ Sit correctly at a table and hold a pencil correctly.</p> <p>☑ Hold a pencil with an effective grip.</p> <p>☑ Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</p> <p>☑ Form digits 0-9 correctly.</p> <p>- Practise forming letters in handwriting families:</p> <p>- ‘Long ladders’ – i, j, l, t, u, n, p, r</p> <p>- ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s</p> <p>- Zig-zag letters – k, v, w, x, y, z</p> <p>☑ Have clear ascenders (<i>‘tall letters’</i>) and descenders (<i>‘tails’</i>).</p> <p>☑ Form capital letters correctly.</p>	<p>-Form lower-case letters of the correct size relative to one another.</p> <p>☑ Orientate capital letters correctly.</p> <p>☑ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></p> <p>☑ Write capital letters and digits of the correct size relative to one another and to lower case letters.</p> <p>☑ 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.</p> <p>☑ Use spacing between words which reflects the size of the letters.</p>	<p>☑ Form and use the four basic handwriting joins.</p> <p>☑ Write legibly.</p>	<p>Use a joined style throughout their independent writing.</p> <p>☑ Write with consistency in size and proportion of letters, e.g. <i>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.</i></p>	<p>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></p>	<p>Write, using a joined style, with increasing speed.</p> <p>☑ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></p>