



English

at Liscard Primary School



## Curriculum Statement for the teaching and learning of English 2021/22

**At Liscard Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.**

<b>Intent</b>	When our children leave Liscard we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.			
<b>Underpinned by</b>	High Expectations	Modelling	Fluency	Vocabulary
	All children are expected to succeed and make progress from their starting points.	All teaching staff teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills with ease throughout all of the curriculum.	Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.

<b>Implementation</b>	<b>Phonics</b>	<b>Reading for Pleasure / Accelerated Readers</b>	<b>Class texts</b>
	Letters and Sounds - We teach phonics through the Bug Club Phonic program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level. The decodable books are used for both guided sessions and for children to take home to reinforce their knowledge.	The school timetables encompass a daily opportunity to engage with quality texts either independently or as a class. staff read to the children modelling the excitement and expression that storytelling brings. Every child from Y2-Y6 has an accelerated reading book which is at their reading level. These books are chosen independently by the children. We encourage our children to visit the local library and share recommendations to others.	Every class has a high quality text that is selected from a list of recommended texts. All of the English work is then planned and delivered through the context of this text.
	<b>The Read to Write Sequence</b>	<b>SPAG</b>	<b>Whole school events</b>
Our writing cycle is based on Pie Corbett's 'Talk for Writing' coupled with the Literacy Counts units of work. We teach children to imitate and innovate writing before becoming independent writers with their own writing style.	Spelling and grammar is taught using the Spelling Shed programme. This sets out a clear pathway for progression throughout all year groups. The weekly tests allow teachers to spot misconceptions at an early stage.	We celebrate National Poetry Day, Roald Dahl Day, World Book Day and organise take-one book events. We also plan whole school competitions such as 'Extreme Reading' and sponsored reads'. These bring the whole school together to concentrate on one theme.	
<b>Cross Curricular</b>			
Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.	<b>Oracy</b>		
In our school, Oracy is a powerful tool for learning. By teaching children to become more effective speakers and listeners we <b>empower</b> them to better understand themselves, each other and the world around them.			

<b>Impact</b>	<b>Pupil Voice</b>	<b>Evidence in Knowledge</b>	<b>Evidence in Skills</b>	<b>Outcomes</b>
	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.	Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.	At the end of each year we aspire for all children to achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

## English - Long Term Curriculum Overview 2021 - 2022

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>F2</b>	<p><b>Only one you</b> (Ourselves)</p> <p><b>The Three Little Pigs</b> (Traditional Tale- Retell)</p> <p><b>The Gingerbread Man</b> (Traditional Tales- Retell)</p>	<p><b>Goldilocks and the three bears</b> (Traditional Tale- Retell)</p> <p><b>The Storm Whale- Link to local area.</b> (Predictions)</p>	<p><b>The Storm Whale in Winter</b> (Setting description)</p> <p><b>Lost and Found</b> (Lost and found posters)</p> <p><b>The way back home (Space)</b> (Instructions)</p>	<p><b>Dear Dinosaur</b> (Letter writing)</p> <p><b>Handas Surprise</b> (Recipes)</p> <p><b>Jack and the Beanstalk</b> (Instructions/Retcount)</p>	<p><b>Rumble in the Jungle</b> (Poetry)</p> <p><b>Jungle animals</b> (Non- Fiction)</p>	<p><b>The Very Hungry Caterpillar</b> (Retell- sequencing)</p> <p><b>Mad about Minibeasts</b> (Poetry/ Non Fiction)</p> <p><b>The Night Pirate</b> (maps/ instructions/ setting description)</p>
<b>Year 1</b>	<p><b>Here We Are</b> (Transition F2-Y1)</p> <p><b>Blue Kangaroo at School</b> (Retcount)</p> <p><b>Paper Planes</b> (Retcount Messages)</p>	<p><b>Rapunzel</b> (Traditional Tale)</p> <p><b>Disgusting Sandwich</b> (Instructions)</p>	<p><b>Hermelin</b> (Letters)</p> <p><b>The Queen's Hat</b> (Postcard)</p>	<p><b>The Last Wolf</b> (Hunting Narrative)</p> <p><b>The Lonely Beast</b> (Retell)</p>	<p><b>Meerkat Mail</b> (Non-Chronological Report)</p> <p><b>The Secret of Black Rock</b> (Return Story)</p>	<p><b>Bog Baby</b> (Instructions)</p> <p><b>Where the Wild Things Are</b> (Non-Chronological Report)</p>
<b>Year 2</b>	<p><b>Here We Are</b> Letter (Creative Arts)</p> <p><b>A River</b> Circular Story (Geography)</p> <p><b>Great Fire of London</b> Diary (History)</p>	<p><b>Alphamals</b> Non Chronological Report (Science)</p> <p><b>Kevin the Carrot</b> Retelling (Christmas)</p>	<p><b>Wild</b> Letter (Science)</p> <p><b>Shakespeare – The Tempest</b> Setting Description</p>	<p><b>The Black Hat</b> Poetry &amp; Retelling (Science)</p> <p><b>Grandad's Island</b> Return Story</p>	<p><b>The Night Gardener</b> Diary (Science)</p> <p><b>Jack and the Baked Beanstalk</b> Character study/description</p>	<p><b>The Lighthouse</b> Retcount</p> <p><b>Lighthouse Keeper's Lunch</b> Diary</p> <p><b>Rosie Revere Engineer</b> Instructions (History)</p>
<b>Year 3</b>	<p><b>The Pirate Cruncher</b> Letter - (Message in a bottle)</p> <p><b>Jemmy Button</b> - Letter</p>	<p><b>Into the Forest</b> - Lost Narrative</p> <p><b>Little Evie in the Wild Wood</b> Poetry: Haiku</p>	<p><b>Stone Age Boy</b> - Instructions Poetry: Kennings</p> <p><b>The Iron Man</b> Approaching Threat Narrative</p>	<p><b>This Little Pebble</b> - Explanation (Bug Club: A Volcano Wakes Up)</p> <p><b>Escape from Pompeii</b> Retcount: diary (Historical event)</p>	<p><b>Fox</b> Fable Narrative</p> <p><b>Starbird</b> Captive Narrative</p>	<p><b>Return</b> Setting Narrative</p> <p><b>Our Flat</b> (<b>Michael Rosen</b>) Performance Poetry</p>
<b>Year 4</b>	<p><b>The Song of the Tree</b> – Rainforest Poetry</p> <p><b>Buddy's Rainforest Rescue</b> – Information Report</p>	<p><b>The Whale</b> – Setting description</p> <p><b>Iron Man</b> – Narrative Poetry</p>	<p><b>Egyptian Cinderella</b> – Traditional Tale</p> <p><b>The Lost Thing</b> – Retcount Diary Entry</p>	<p><b>Oliver and the Seawigs</b> – Newspaper Report</p> <p><b>The Promise</b> - Characterisation</p>	<p><b>Manfish</b> – Biography</p> <p><b>The Lost Happy Endings</b> – Twisted Narrative</p>	<p><b>The Lost Happy Endings</b> – Persuasive letter</p>
<b>Year 5</b>	<p><b>The Lost Book of Adventures</b> (Explanation Text)</p> <p><b>Henry's Freedom Box</b> (Diary Writing)</p>	<p><b>Poetry-Remembrance</b> (Cinquains)</p> <p><b>You Wouldn't Want to be an Anglo Saxon Peasant</b> (Non- Chronological)</p> <p><b>Where we once stood</b> (Explanation Narrative )</p>	<p><b>Farther</b> (Letter Writing)</p> <p><b>King Kong</b> (Discussion)</p>	<p><b>Shakespeare – Hamlet</b> (Playscript/Performance)</p> <p><b>Mead of Poetry</b> (Norse Myths)</p>	<p><b>The Hound of Baskerville</b> ( Formal Event Report)</p> <p><b>Michael Rosen Rap, The Great Big Hole</b> (Performance Poetry)</p>	<p><b>The Earrand</b> (Cliffhanger Narrative)</p> <p><b>The HighwayMan</b> (Poetry)</p>
<b>Year 6</b>	<p><b>Molliebird</b> <b>The Journey</b> (Core Text)</p> <p><b>When the Sky Falls</b></p>	<p><b>Rose Blanche/Anne Frank</b> (Core Text)</p> <p><b>Letters from the Lighthouse</b> The Christmas Truce</p>	<p><b>Shackleton's Journey</b> (Core Text)</p> <p><b>The Ways of the Wolf</b> (Core Text)</p>	<p><b>Nowhere Emporium</b> (Core Text)</p> <p><b>Hansel and Gretel</b> (Core Text)</p> <p><b>Doors</b> (Core Text)</p>	<p><b>Trash</b> Take a Stand</p> <p><b>Lit Film Fest Project</b></p> <p><b>Dreams of Freedom</b> (Core Text)</p>	<p><b>Arabian Nights</b> <b>Skelling</b></p> <p><b>You are Awesome</b> Narrative Fiction</p> <p>Procedural Texts</p>



# Reading Progression Document

## EYFS to Year 6

### Reading - Foundation 2 (40-60)

- I can read words by blending sounds with known graphemes, with help from the teacher. (Word Reading)
- I can say a single sound for 20+ graphemes. (Word Reading)
- I can read accurately by blending the sounds in words with two and three known graphemes. (Word Reading)
- I can read accurately by blending the sounds in words with up to five known graphemes. (Word Reading)
- I can read some common exception words. (Word Reading)
- I answer questions that require simple recall in a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)

## Reading - Year 1

- I can use letter sounds to work out and read new words. (Word Reading) 1
- I can say a sound for more than 40 letters or groups of letters. (Word Reading) 1
- I can say quickly the sound of all the letters and letter groups. (Word Reading) 1
- I can read new words correctly by blending the letter and letter group sounds I have been taught. (Word Reading) 1
- I can read many common exception words. (Word Reading) 1
- I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est. (Word Reading) 1
- I can read many words quickly and accurately without needing to sound and blend words I have seen before. (Word Reading) 1
- I can read words of more than one syllable using sounds that I have been taught. (Word Reading) 1
- I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. (Word Reading) 1
- I can read aloud books that use letters and letter groups I have been taught. (Word Reading) 1
- I can use the sounds I know to re-read books more fluently and with more confidence. (Word Reading) 1
- I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others. (Comp) 1
- I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. (Comprehension) 1
- I can retell some of a story I know when being read to by an adult. (Comprehension) 1
- I can join in with words when I can guess what is coming next. (Comprehension) 1
- I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features. (Comprehension) 1
- I can enjoy and understand rhymes and poems, and can recite some by heart. (Comprehension) 1
- I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know. (Comprehension) 1
- I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. (Comprehension) 1
- I can usually spot if a word has been read wrongly by following the sense of the text. (Comprehension) 1
- I can talk about the title and events in books I have read or heard. (Comprehension) 1
- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done. (Comprehension) 1
- I can say what might happen next in a story. (Comprehension) 1
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. (Comprehension) 1
- I can explain clearly my understanding of texts which have been read to me. (Comprehension) 1
- I can answer questions in discussion with the teacher and make simple inferences. (Comprehension) 1

## Reading - Year 2

- I can use the sounds I know to decode words automatically and my reading is fluent. (Word Reading)
- I can read and blend all sounds I have been taught. (Word Reading)
- I can recognise alternative sounds for letters or groups of letters. (Word Reading)
- I can read words of two or more syllables that contain sounds I have been taught. (Word Reading)
- I can read words containing common suffixes. (Word Reading)
- I can read further common exception words and see where the sounds do not match. (Word Reading)
- I can read most words quickly and accurately without needing to sound and blend words I have seen before. (Word Reading)
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. (Word Reading)
- I can re-read books sounding out new words correctly to improve my speed and confidence. (Word Reading)
- I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself. (Comprehension)
- I can enjoy reading and discussing the order of events in books and how items of information are related. (Comprehension)
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others. (Comprehension)
- I can enjoy reading by recognising repeated themes and ideas in stories and poems. (Comprehension)
- I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know. (Comprehension)
- I can talk about my favourite words and phrases. (Comprehension)
- I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer. (Comprehension)
- I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. (Comprehension)
- I can spot if a word has been read wrongly by following the sense of the text. (Comprehension)
- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. (Comprehension)
- I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done. (Comprehension)
- I can ask and answer questions about the books or stories I am reading and make links. (Comprehension)
- I can say what might happen next in a story based on what has happened so far. (Comprehension)
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. (Comprehension)
- I can explain what I think about books, poems and other material that I have read or heard. (Comprehension)
- I can explain what has happened so far in what I have read. (Comprehension)

### Reading - Year 3

- I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. (Comprehension) 3
- I can show that I enjoy reading by reading lots of different types of books. (Comprehension) 3
- I can read a wide range of books including fairy stories, myths and legends and retell some of them to others. (Comprehension) 3
- I can tell you what a book that I am reading is about. (Comprehension) 3
- I can read aloud poems and perform play scripts. (Comprehension) 3
- I can discuss words in the books that I read that excite me. (Comprehension) 3
- I can understand what I have read, checking that it makes sense by talking to others about it. (Comprehension) 3
- I can ask questions about the texts that I have read to help me understand them. (Comprehension) 3
- I can work out what a character in a book is feeling by the actions they take and can explain how I know. (Comprehension) 3
- I can predict what might happen from clues in what I have read. (Comprehension) 3
- I can tell someone about the main ideas in a paragraph. (Comprehension) 3
- I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech. (Comprehension) 3
- I can use non-fiction texts to find out information on a subject. (Comprehension) 3
- I can talk about books and poems and I can take turns in telling people about them. (Comprehension) 3

### Reading - Year 4

- I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension) 4
- I can show that I enjoy reading by reading lots of different types of books and for different reasons. (Comprehension) 4
- I can use a dictionary to check the meaning of words. (Comprehension) 4
- I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. (Comprehension) 4
- I can discuss words and phrases in the books that I read that excite me. (Comprehension) 4
- I can discuss different types of poetry e.g. free verse and narrative poetry. (Comprehension) 4
- I can identify themes and conventions in a wide range of books. (Comprehension) 4
- I can check what I have read and that I have understood it by telling someone else what has happened. (Comprehension) 4
- I can ask questions about what I have read to help me understand a complicated text. (Comprehension) 4
- I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. (Comp) 4
- I can predict what will happen in a text using details I have already read to help me. (Comprehension) 4
- I can summarise what has happened in a text using themes from paragraphs to help me. (Comprehension) 4
- I can understand how the use of words in a text, how it is set out and its presentation add to its meaning. (Comprehension) 4
- I can find and record information from non-fiction texts over a wide range of subjects. (Comprehension) 4
- I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. (Comprehension) 4

## Reading - Year 5

- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list. (Word Reading) 5
- I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension) 5
- I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. (Comprehension) 5
- I can write or give a detailed book review including reasons why I would recommend the book. (Comprehension) 5
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. (Comprehension) 5
- I can discuss and compare events, issues and characters within a book. (Comprehension) 5
- I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. (Comprehension) 5
- I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. (Comprehension) 5
- I can ask sensible and interesting questions about the texts to help me understand them more. (Comprehension) 5
- I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. (Comprehension) 5
- I can predict what might happen in increasingly complex texts by using evidence from the text. (Comprehension) 5
- I can talk about why authors use language, including figurative language, and the impact it has on the reader. (Comprehension) 5
- I can tell the difference between statements of fact and opinion. (Comprehension) 5
- I can find and write down facts and information from non-fiction texts. (Comprehension) 5
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. (Comprehension) 5

## Reading - Year 6

- I read aloud and understand the meaning of the words on the Year 5/6 list. (Word Reading) 6 0
- I can read, enjoy, understand and discuss books that are written by different authors, in different styles. (Comprehension) 6 0
- I can read books that are structured in different ways for different purposes e.g. for fun or research. (Comprehension) 6 0
- I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. (Comprehension) 6 0
- I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. (Comprehension) 6 0
- I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. (Comprehension) 6 0
- I can read, understand and learn from a wide range of poetry and can learn longer poems by heart. (Comprehension) 6 0
- I can read whole books, including novels, with confidence. (Comprehension) 6 0
- I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views. (Comprehension) 6 0
- I can understand how language, structure and presentation contribute to meaning of a text. (Comprehension) 6 0
- I can talk about how authors use language, including figurative language and the impact it has on the reader. (Comprehension) 6 0
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. (Comprehension) 6 0
- I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation. (Comprehension) 6 0
- I can fully explain my views with reasons and evidence from the text. (Comprehension)



# Writing Progression Document

## EYFS to Year 6

EYFS Writing	Working at expected standard in Nursery	Working towards expected standard in F2	Working at expected standard in F2
	<p><b>Children should be working at a level which sees them:</b></p> <ul style="list-style-type: none"> <li>I can tell an adult what I have drawn or painted.</li> <li>I can recognise a capital letter at the start of my name.</li> <li>I can identify sounds from my own name in other words.</li> <li>I can ascribe meaning to other marks, like on signage.</li> <li>I am starting to write identifiable shapes and letters.</li> <li>I can draw lines and circles in the air, on the floor or on large sheets of paper.</li> <li>I can use tools for mark making with control.</li> <li>I can grip using five fingers or preferably two fingers and thumb for control.</li> <li>I can copy shapes, letters and pictures.</li> </ul>	<p><b>Children should be working at a level which sees them:</b></p> <ul style="list-style-type: none"> <li>I am beginning to form lower case and capital letters correctly.</li> <li>I am more confident in writing identifiable shapes and letters.</li> <li>I can segment and blend the sounds in simple words and naming sounds.</li> <li>I can spell words by identifying the sounds and then writing the sound with letters.</li> <li>I can talk about sentences and starting to write short sentences.</li> <li>I am starting to use full stops and capital letters in the correct places.</li> <li>I can use my phonic knowledge to write words in ways that match my spoken sounds.</li> <li>I can write some irregular common words.</li> <li>I can write simple sentences which I can read and can sometimes be read by others.</li> <li>I can spell small, familiar words correctly and making phonetically plausible attempts at more complex words.</li> <li>I can re-read what I have written to make sure it makes sense.</li> </ul>	<p><b>Children should be working at a level which sees them:</b></p> <ul style="list-style-type: none"> <li>I can write recognisable letters, most of which are correctly formed.</li> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>I can write simple phrases and sentences that can be read by others.</li> </ul>

Year 1 Writing	Working towards the expected standard in Year 1	Working at expected standard in Year 1	Working at greater depth in Year 1
	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I can draw upon what I have read</li> <li>I can say out loud what I am going to write about</li> <li>I can compose a sentence orally before writing it (with support)</li> <li>I can read some of my writing aloud</li> </ul>	<ul style="list-style-type: none"> <li>I can draw upon what I have read</li> <li>I can orally rehearse a sentence before going on to write it</li> <li>I can sequence sentences to form short narratives</li> <li>I can read my writing aloud clearly enough to be heard by my peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>I can draw upon what I read</li> <li>Begin to write for different purposes such as real events, poetry, narratives and personal experiences</li> <li>Sequence sentences confidently to form short narratives</li> <li>Produce more extended pieces of writing to demonstrate greater coherence</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>I can join words together to make a coherent sentence</li> <li>I can join words and clauses using 'and'</li> <li>I can separate words in writing using spaces some of the time</li> <li>I can use capital letters for names of people and the personal pronoun I some of the time</li> <li>I can begin to use some capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>I can understand and use specific Y1 terminology (<i>letter, capital letter, word, sentence, full stop, question mark, exclamation mark</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I can join words together to make a coherent sentence</li> <li>I can leave spaces between words</li> <li>I can join words and clauses using <i>and</i></li> <li>I can separate words in writing using spaces most of the time</li> <li>I can use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly</li> <li>I can use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly</li> <li>I can understand and use specific Y1 terminology (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters for names of people, places, the days of the week and the personal pronoun I mostly correctly</li> <li>Use many capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy and control OR mostly correctly</li> <li>Beginning to develop a greater range of conjunctions (e.g. because, but)</li> <li>Understand and use specific Y1 terminology (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>)</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I can spell some words containing each of the 40+ phonemes</li> <li>I can spell some common exception words</li> <li>I can spell some days of the week</li> <li>I can spell the consonant digraphs and vowel digraphs used in reception</li> <li>I can segment spoken words into sounds before choosing graphemes to represent the sound</li> <li>I can use some of the sounds taught in year 1 (English Appendix Spelling)</li> <li>I can use regular plural noun suffix –s (e.g. dog, dogs)</li> <li>I can name the letters of the alphabet in order using letter names and the sounds</li> </ul>	<ul style="list-style-type: none"> <li>I can spell most words containing each of the 40+ phonemes</li> <li>I can spell most common exception words</li> <li>I can spell most days of the week</li> <li>I can spell most of the sounds taught in year 1 (English Appendix Spelling)</li> <li>I can spell words with adjacent consonants</li> <li>I can add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word</li> <li>I can use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)</li> <li>I can begin to use regular plural noun suffixes –s/es (e.g. dog, dogs, wish, wishes)</li> </ul>	<ul style="list-style-type: none"> <li>All of the sounds taught in year 1 (English Appendix Spelling) with occasional error</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I can sit correctly at a table, holding the pencil comfortably and correctly</li> <li>I can begin to form some lower case letters in the right direction, starting and finishing in the right place</li> <li>I can begin to form capital letters and digits 0 - 9</li> </ul>	<ul style="list-style-type: none"> <li>I can sit correctly at a table, holding the pencil comfortably and correctly</li> <li>I can form lower case letters in the right direction, starting and finishing in the right place</li> <li>I can form capital letters and digits 0 – 9</li> <li>I can begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding the pencil comfortably and correctly</li> <li>Form lower case letters in the right direction and of a relative size to each other, starting and finishing in the right place (Yr2)</li> <li>Form capital letters and digits 0 – 9 fluently</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> </ul>
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>I can discuss what has been written with a teacher/other pupils</li> <li>I can change some errors made in learned graphemes e.g. My fut is big becomes My foot is big</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss what has been written with a teacher/other pupils</li> <li>I can re-read what has written to check it makes sense</li> <li>I can change some errors with support and some independently</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what has been written with a teacher/other pupils</li> <li>Re-read what they have written to check it makes sense</li> <li>Change some errors with increased independence</li> </ul>
<b>Characteristics</b>			<p>The pupil can;</p> <ul style="list-style-type: none"> <li>Apply Year 1 learning in different contexts independently</li> <li>Write in a logical order, linking events and ideas</li> <li>Use some of the key narrative language from stories they know</li> <li>Sustain the writing of longer texts</li> <li>Hold the interest of the reader</li> <li>Write more extended sentences, experimenting with different conjunctions</li> <li>Use a range of sentence openers</li> <li>Actively explore and use new words in their writing</li> <li>Use a range of conjunctions to join parts of a sentence (<i>because</i>)</li> </ul>

Year 2 Writing	Working towards the expected standard in Year 2	Working at expected standard in Year 2	Working at greater depth in Year 2
	The pupil can after discussion with the teacher:	The pupil can after discussion with the teacher:	The pupil can after discussion with the teacher:
Composition	<ul style="list-style-type: none"> <li>I can plan and say out loud what I write about</li> <li>I can write ideas and key words including vocabulary</li> <li><b>I can write sentences that are sequenced to form a short narrative (real or fictional)</b></li> <li>I can match organisation to purpose</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and say out loud what I will write about</li> <li>I can communicate my ideas confidently in a group of sentences</li> <li><b>I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></li> <li><b>I can write about real events, recording these simply and clearly</b></li> <li>I can match organisation to purpose</li> <li>I can use interesting and ambitious words</li> </ul>	<ul style="list-style-type: none"> <li><b>I can write effectively and coherently for different purposes, drawing on their reading to inform the grammar and vocabulary in their writing.</b></li> <li>I can read aloud what they have written with appropriate intonation to make the meaning clear</li> <li>I can understand and use specific year 2 terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li><b>I can demarcate <u>some</u> sentences in my writing with capital letters and full stops</b></li> <li>I can use co-ordination (e.g. and / but) and some subordination (e.g. if / because) to join clauses</li> <li>I can use <u>some</u> adjectives to add detail</li> <li>I am beginning to use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li><b>I can demarcate most sentences in my writing with capital letters and full stops, and use question and exclamation marks correctly when required</b> (with increasing accuracy)</li> <li>I can use sentences with different forms: statement, question, exclamation, command</li> <li>I can use some expanded noun phrases to describe and specify</li> <li>I can use the singular apostrophe for possession and contractions</li> <li>I can use commas in a list</li> <li><b>I can use present and past tense mostly correctly and consistently</b></li> <li><b>I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that because) to join clauses</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can use the punctuation taught at Key Stage 1 mostly correctly</b></li> <li>I can use expanded noun phrases to describe and specify <i>appropriately</i></li> <li>In a range of writing I can use subordination (e.g. when / if / that / because) to join clauses confidently and appropriately</li> </ul>
Spelling	<ul style="list-style-type: none"> <li><b>I can segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others</b></li> <li><b>I can spell <u>some</u> common exception words</b></li> <li>I can use suffixes er/est</li> </ul>	<ul style="list-style-type: none"> <li><b>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</b></li> <li><b>I can spell many common exception words</b></li> <li>I can add suffixes to spell some words correctly in my writing (e.g. –ment, –ness, –ful, –less, –ly)</li> <li>I can spell some contracted forms correctly</li> <li>I can spell some common homophones and near homophones correctly</li> </ul>	<ul style="list-style-type: none"> <li><b>I can spell most common exception words</b></li> <li>I can spell by segmenting spoken words into phonemes and represent these by graphemes, spelling most correctly</li> <li>I can spell most common homophones and some near homophones correctly</li> <li>I can spell many contracted forms correctly</li> <li><b>I can add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, <b>ly</b>)</b></li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>I can form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>I can form lower-case letters of the correct size relative to one another in some of their writing</li> <li>I can form capital letters and digits of the correct size and orientation to each other and to lower case letters</li> <li><b>I can use spacing between words</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can form capital letters, lower case letters, ascenders and descenders correctly in my writing</b></li> <li><b>I can use spacing between words that reflects the size of the letters</b></li> <li><b>I am beginning to show evidence of joined handwriting</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can use the diagonal and horizontal strokes needed to join some letters.</b></li> </ul>
Evaluate and Edit	<ul style="list-style-type: none"> <li>I can make simple additions, revisions and corrections to my own writing by: evaluating their writing with a teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>I can make simple additions, revisions and corrections to my own writing by: evaluating my writing with a teacher and other pupils</li> <li>I can re-read to check my writing makes sense and that verbs to indicate time are used correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li><b>I can make simple additions, revisions and proof-reading corrections to their own writing</b></li> <li>I can evaluate their writing with a teacher and other pupils</li> <li>I can re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently</li> </ul>
Characteristics			<p>The pupil can;</p> <ul style="list-style-type: none"> <li>I can write longer texts and maintain purpose throughout</li> <li>I can structure narratives clearly around the main character, with dialogue used effectively.</li> <li>I can organise non-fiction writing into appropriate layout and/or paragraphing</li> <li>I choose nouns and ambitious vocabulary precisely for effect as well as noun phrases</li> <li>I can use some literary devices such as similes or alliteration</li> <li>I can use a range of sentence openers including some adverbials</li> </ul>

Year 3 Writing	Working towards the expected standard in Year 3	Working at expected standard in Year 3	Working at greater depth in Year 3
Composition	<p><b>The pupil can after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>I can discuss, record and orally rehearse their ideas before writing including dialogue</li> <li>I can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>I can begin to organise ideas into paragraphs</li> <li>I can structure text types across a range of genres mostly correctly</li> <li>I can use present and past tense forms of verbs mostly correctly</li> <li>I can use noun phrases expanded by the addition of a modifying adjective, nouns and prepositional phrases (e.g. <i>The rainbow coloured fish jumped out of the deep water.</i>)</li> <li>I can use coordinating conjunctions (<i>and, but, or, so</i>) and subordinating conjunctions (<i>when, if, that, because</i>) to extend sentences</li> <li>I can expressing time, place and cause using adverbs (e.g. <i>then, next</i>) and prepositions (e.g. <i>before, in</i>)</li> <li>I can draw upon material read</li> <li>I can begin to write in a lively and interesting style</li> <li>I can begin to use interesting vocabulary (not taught topic words e.g. volcano)</li> </ul>	<p><b>The pupil can after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>I can write narratives, describing setting and characters within a storyline or plot</li> <li>I can use paragraphing to group related material, focusing on a theme or topic</li> <li>I can use simple organisational devices for non-narrative writing (heading and subheadings)</li> <li>I can extend sentences using a wider range of conjunctions other than those stated in the working towards standard</li> <li>I can express time, place and cause using conjunctions (e.g. <i>before, after, while</i>), adverbs (e.g. <i>soon, therefore</i>) and prepositions (e.g. <i>before, after, during, because of</i>)</li> <li>I can understand and use specific year 3 terminology (<i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks</i>)</li> <li>I can draw upon material read</li> <li>I can use interesting vocabulary (not taught topic words e.g. volcano)</li> <li>When appropriate, I can use figurative language including metaphors and similes</li> <li>I can write in a lively and interesting style</li> <li>I can use the present perfect form of verbs instead of the simple past (e.g. <i>'He has gone out to play' in contrast to 'He went out to play.'</i>)</li> </ul>	<p><b>The pupil can after discussion with the teacher:</b></p> <ul style="list-style-type: none"> <li>I can write narratives with controlled and considered development of character, plot and detailed description</li> <li>I can use with confidence different sentence types</li> <li>I can make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect</li> <li>I consistently use paragraphs to structure writing, showing a change of time</li> <li>In non-narrative, I use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>I can demarcate most sentences with full stops, mostly correctly</li> <li>I can demarcate most sentences with capital letters, mostly correctly</li> <li>I can use question marks mostly correctly, with mostly correctly</li> <li>I can use exclamation marks mostly correctly, with mostly correctly</li> <li>I can use apostrophes for commonly contracted forms e.g. <i>I'm, don't, you'll, we're</i></li> </ul>	<ul style="list-style-type: none"> <li>I can demarcate sentences with full stops, with occasional error</li> <li>I can demarcate sentences with capital letters, with occasional error</li> <li>I can use question marks mostly correctly, with occasional error</li> <li>I can use exclamation marks mostly correctly, with occasional error</li> <li>I can use apostrophes consistently to mark the possession of singular nouns</li> <li>I can begin to use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>I use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns</li> <li>I use inverted commas to punctuate direct speech mostly correctly</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>I can add suffixes to spell most words correctly in my writing (from KS1): -ing, -ed, -est, -y, -ment, -ness, -ful, -less, -ly</li> <li>I can spell most common exception words from Year 2</li> <li>I can spell all homophones/near homophones from the Year 2 list, i.e. <i>there/their/they're, here/hear, quite/quiet, sea/see, bear/bare, one/won, sun/son, to/too/two, be/bee, blue/blew and knight/night</i></li> <li>I can use the forms a/an according to whether the next word begins with a consonant or a vowel</li> <li>I can use the first letter of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>I can spell at least half the words in the yr3/4 NC list</li> <li>I can spell at least half of the homophones and near homophones from the Y3/4 appendix</li> <li>I can begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble</li> <li>I can begin to build a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can use the first three or more letters of a word to check its spelling in a dictionary</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>I can use diagonal and horizontal strokes to join letters in most of my writing</li> <li>I can from Year 2 EXS - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>	<ul style="list-style-type: none"> <li>I can use the diagonal and horizontal strokes that are needed to join letters</li> <li>I can understand which letters, when adjacent to one another, are best left un-joined.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the diagonal and horizontal strokes needed to join letters.</li> <li>I have developed a consistent joined style</li> </ul>
Evaluate and Edit	<ul style="list-style-type: none"> <li>With support, I can identify some spelling and punctuation errors and make some corrections</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate the effectiveness of my own and others' writing</li> <li>I can identify some spelling and punctuation errors and make some changes to grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Identify most spelling and punctuation errors and edit work, making improvements to grammar and vocabulary</li> </ul>
Characteristics			<p>The pupil can:</p> <ul style="list-style-type: none"> <li>Make choices about the genre in which they wish to write</li> <li>Reflect on and draw upon material read</li> <li>Produce well-structured narratives</li> <li>Make links between the beginning and end of a piece of writing</li> <li>Select words and manipulate language (verbs and adverbs) appropriately for effect</li> <li>Write with increasing awareness of the reader, actively seeking to engage the interest of the reader</li> </ul>

Year 4 Writing	Working towards the expected standard in Year 4	Working at expected standard in Year 4	Working at greater depth in Year 4
	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Discuss, record and orally rehearse ideas before writing</li> <li>Write in a clear and exciting style</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Write narratives, describing setting and characters within a storyline or plot</li> <li>Write, with increasing confidence, a range of genre forms</li> <li>In non-narrative work, use simple organisational devices such as headings and sub-headings</li> <li>Draw upon material read</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, I create increasingly effective and complex settings, characters and plot</li> <li>I write in a clear and exciting style</li> <li>In non-narrative work, I use organisational devices such as headings and sub-headings with increasing effect</li> <li>I draw upon material read</li> <li>I write in a range of genre forms</li> </ul>	<ul style="list-style-type: none"> <li>Effectively develop mood and atmosphere</li> <li>Write confidently in a range of genre forms</li> <li>Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect</li> <li>Understand and effectively use figurative language, including similes, metaphors and personification</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Begin to use noun phrases</li> <li>Open sentences in different ways to interest the reader and to have an effect on them.</li> <li>Use paragraphing to group related material, focusing on a theme or topic</li> <li>Begin to use pronouns or nouns within and across sentences</li> <li>Use inverted commas mostly accurately for direct speech</li> <li>I can select from a range of known adventurous words</li> <li>Use the apostrophe for singular possession, (e.g. <i>The girl's name</i>)</li> <li>Use standard English forms sometimes correctly (e.g. <i>we were instead of we was, I did instead of I done</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I use fronted adverbials (e.g. <i>Later that day</i>) mostly correctly</li> <li>I use commas after fronted adverbials as appropriate</li> <li>I use paragraphing to organise ideas around a theme</li> <li>I select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>I use inverted commas and other punctuation to indicate direct speech mostly correctly</li> <li>I use a new line for a new speaker when writing direct speech</li> <li>I use apostrophes to mark plural possession (e.g. <i>The girl's name, the girls' names</i>)</li> <li>I use connectives to show time ( <i>Meanwhile, finally, afterwards, previously</i>)</li> <li>I use a wide range of punctuation including at least 3 of the following: full stop and capital letter, question mark, exclamation mark, apostrophe and comma, mainly correctly.</li> <li>I use interesting and impressive words in writing</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use paragraphs to structure writing</li> <li>In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)</li> <li>Use a wide range of punctuation correctly: Full stops, capital letters, exclamation marks, question marks, commas in lists and apostrophes.</li> <li>Use inverted commas to punctuate direct speech mostly correctly</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Spell at least half of the homophones and near homophones from the Y3/4 appendix</li> <li>Spell at least half the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1</li> <li>Begin to spell correctly common prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>I can spell most of the homophones and near homophones from the Y3/4 appendix</li> <li>I can spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1</li> <li>I use the first two letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Spell nearly all of the homophones and near homophones from the Y3/4 appendix</li> <li>Spell nearly all of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Develop legible joined and fluent handwriting</li> </ul>	<ul style="list-style-type: none"> <li>I write in a neat, legible style with letters positioned correctly on the lines</li> </ul>	<ul style="list-style-type: none"> <li>Write in a neat, legible and consistent style</li> </ul>
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Identify some spelling and most punctuation errors and make some changes to grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can assess the effectiveness of my writing and suggest improvements</li> <li>I can propose changes to grammar and vocabulary</li> <li>I proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof read for spelling and punctuation errors</li> </ul>
<b>Characteristics</b>			<p><b>The pupil can;</b></p> <ul style="list-style-type: none"> <li>Demonstrate good awareness of audience for their writing</li> <li>Choose vocabulary and structures appropriately for purpose and to engage as well as develop mood and atmosphere</li> <li>Consider appropriate word choices to enhance description, events, emotion or tension</li> <li>Use technical vocabulary appropriately and purposefully</li> <li>Use different sentence types and varied word order to create specific effect</li> <li>Link paragraphs explicitly to guide the reader through the text</li> <li>Sustain a clear 'writer's voice' throughout</li> <li>Capture and keep and develop ideas from quality texts.</li> </ul>

Year 5 Writing	Working towards the expected standard in Year 5	Working at expected standard in Year 5	Working at greater depth in Year 5
Composition	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>
	<ul style="list-style-type: none"> <li>I can create a structure to my writing and organise it using a variety of layouts (e.g. letters, stories, fact files).</li> <li>I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>I can use a range of narrative techniques (e.g. action, dialogue, suspense).</li> <li>I can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language).</li> <li>I can vary sentence length and word order to sustain interest.</li> <li>I can use paragraphs consistently and appropriately.</li> <li>I can note and develop initial ideas drawing on reading and research.</li> <li>I can use a range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce well-structured and organised writing using a variety of layouts (e.g. letters, stories, fact files).</li> <li>I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>I can use a range of narrative techniques with confidence (e.g. action, dialogue, suspense).</li> <li>I can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language).</li> <li>I can vary sentence length and word order to sustain interest.</li> <li>I can use paragraphs consistently and appropriately.</li> <li>I can use informal and formal styles with confidence (e.g. standard/non-standard English).</li> <li>I can note and develop initial ideas drawing on reading and research.</li> <li>I can use a wide range of imaginative and ambitious vocabulary, understanding how such choices can change and enhance meaning.</li> <li>I can write longer passages.</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently articulate a clear purpose and write for an audience.</li> <li>I can confidently produce well-structured and organised writing using a variety of layouts (e.g. letters, stories, fact files).</li> <li>I can consistently use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>I can use a range of narrative techniques consistently and with confidence (e.g. action, dialogue, suspense).</li> <li>I can confidently use literary features to create effect and engage the reader (e.g. alliteration, onomatopoeia, figurative language).</li> <li>I can vary sentence length and word order to sustain interest.</li> <li>I can consistently use paragraphs consistently and appropriately.</li> <li>I can use informal and formal styles consistently, with confidence (e.g. standard/non-standard English).</li> <li>I can consistently note and develop initial ideas drawing on reading and research.</li> <li>I can use a wide range of imaginative and ambitious vocabulary, understanding how such choices can change and enhance meaning.</li> <li>I can write longer passages.</li> </ul>
Grammar and Punctuation	<ul style="list-style-type: none"> <li>I can use a variety of punctuation (e.g. comma, apostrophe, inverted commas, hyphen brackets, colon, semi-colon)</li> <li>I can use punctuation appropriately for effect (e.g. exclamation mark, dash, question mark, ellipsis)</li> <li>Understand and use specific Year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity)</li> </ul>	<ul style="list-style-type: none"> <li>I can use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs.</li> <li>I can use a variety of punctuation (e.g. comma, apostrophe, inverted commas, hyphen, brackets, colon, semi-colon)</li> <li>I can use punctuation appropriately for effect (e.g. exclamation mark, dash, question mark, ellipsis)</li> <li>I can use commas to clarify meaning or avoid ambiguity.</li> <li>Understand and use specific Year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, and ambiguity).</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs.</li> <li>I can confidently use a variety of punctuation (e.g. comma, apostrophe, inverted commas, hyphen brackets, colon, semi-colon)</li> <li>I can confidently use punctuation appropriately for effect (e.g. exclamation mark, dash, question mark, ellipsis)</li> <li>I can confidently use commas to clarify meaning or avoid ambiguity.</li> <li>I can confidently use noun phrases.</li> <li>Understand and use specific Year 5 terminology confidently (modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity).</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>I can spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell correctly most words from the Year 5/6 spelling list.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>I can write legibly and fluently in a cursive style.</li> </ul>	<ul style="list-style-type: none"> <li>I can write legibly and fluently in a cursive style.</li> </ul>	<ul style="list-style-type: none"> <li>I can write legibly and fluently in a cursive style.</li> <li>I can write legibly with speed.</li> </ul>
Evaluate and Edit	<ul style="list-style-type: none"> <li>I can propose some changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>I can ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>I can ensure correct subject/verb agreement when using singular and plural (e.g. The apples are/is on the tree).</li> <li>I can proofread for spelling and punctuation errors.</li> <li>I can use a thesaurus to select more focused language.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose some changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>I can ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>I can ensure correct subject/verb agreement when using singular and plural (e.g. The apples are/is on the tree).</li> <li>I can proofread for spelling and punctuation errors.</li> <li>I can use a thesaurus to select more focused language.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose most changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>I can ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>I can ensure correct subject/verb agreement when using singular and plural (e.g. The apples are/is on the tree).</li> <li>I can proofread for spelling and punctuation errors.</li> <li>I can confidently manipulate sentences for effect.</li> <li>I can use a thesaurus to select more focused language.</li> </ul>
Characteristics			<p>The pupil can;</p> <ul style="list-style-type: none"> <li>Articulate a clear purpose and write for an audience</li> <li>Engage the reader through a range of literary devices, such as use of figurative language</li> <li>Use levels of formality are appropriate to the text</li> <li>Consistently use standard English</li> <li>Use clearly constructed paragraphs which guide the reader through the text</li> <li>Confidently manipulate sentences for effect</li> <li>Add detail by adding literary devices such as expanding noun phrases, effective sentence openers and rich vocabulary</li> </ul>

Year 6 Writing	Working towards the expected standard in Year 6	Working at expected standard in Year 6	Working at greater depth in Year 6
	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>	<b>The pupil can after discussion with the teacher:</b>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Draw upon material read</li> <li><b>Write for a range of purposes</b></li> <li><b>In narratives, describe settings and characters</b></li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Draw upon material read</li> <li>Plan their writing by identifying the audience for and purpose of the writing</li> <li>Draw upon material read</li> <li><b>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</b></li> <li><b>In narratives, describe settings, characters and atmosphere</b></li> <li><b>Integrate dialogue in narratives to convey character and advance the action</b></li> <li>Distinguish between the language of formal and informal speech</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li><b>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 (e.g. literary language, characterisation, structure)</b></li> <li><b>Distinguish between the language of speech and writing and choose the appropriate register</b></li> <li><b>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</b></li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> <li>Use a thesaurus to select more focused language</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas</li> <li>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Use some of the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>Use of the colon to introduce a list and the semi-colon within lists</li> <li>Punctuation of bullet points to list information</li> <li><b>In non-narrative writing, use simple devices to structure the writing and support the text (e.g. headings, sub-headings, bullet points, columns, tables)</b></li> <li><b>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</b></li> <li>Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)</li> </ul>	<ul style="list-style-type: none"> <li><b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</b></li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li><b>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</b></li> <li>Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> <li>Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)</li> <li><b>Use verb tenses consistently and correctly throughout their writing</b></li> <li><b>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</b></li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)</li> </ul>	<ul style="list-style-type: none"> <li><b>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b></li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li><b>Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</b></li> <li>Spell correctly some words from the year 5 / year 6 spelling list and efficiently use a dictionary to check the spelling</li> <li>Use a thesaurus efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency,)</li> <li>Use the hyphen to join a prefix to a root word e.g, co-ordinate, re-enter)</li> <li>Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)</li> <li><b>Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NB There are no additional statements for Handwriting and Spelling within this Standard</b></li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Write legibly</li> </ul>	<ul style="list-style-type: none"> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul style="list-style-type: none"> <li><b>NB There are no additional statements for Handwriting and Spelling within this Standard</b></li> </ul>
<b>Evaluate and Edit</b>	<ul style="list-style-type: none"> <li>Use a thesaurus to select more focused language</li> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)</li> <li>Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing <i>most</i> changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)</li> <li>Distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently</li> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>
<b>Characteristics</b>			<ul style="list-style-type: none"> <li><b>Make their own choices about purpose and audience - Engages the reader by maintaining a clear purpose - Develop an individual voice and style as a writer</b></li> <li><b>Produce well-crafted shorter pieces of writing</b></li> <li><b>Produce consistent and sustained longer pieces</b></li> <li><b>Word choices are precise and selected for the purpose and audience</b></li> <li><b>Use a range of structures and literary devices to create specific intended effects</b></li> <li><b>Use accurate punctuation to clarify meaning</b></li> </ul>

## English - Grammar Progression of Skills - Word

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>F2</b>	<p><b>Focus on:</b></p> <p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught.GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught.</p> <p><i>*Words shown below need to be in line with phonics scheme being followed by your school.</i></p>					
	*Teach high frequency words: is, it, in, at, and, the	*Secure previous unit high frequency words and teach: I, no, go, to	*Secure previous unit high frequency words and teach: he, she, we	*Secure previous unit high frequency words and teach: me, be, was, no	*Secure previous unit high frequency words and teach: my, they, her, all, are	*Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what
<b>Year 1</b>	Build on previous year & focus on: Plural noun suffix -s -es	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - er	Build on previous units & focus on: Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - ed	Build on previous units & focus on: Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Suffix added to verbs – ing ed er
<b>Year 2</b>	Build on previous year & focus on: Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
<b>Year 3</b>	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
<b>Year 4</b>	Build on previous year & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)
<b>Year 5</b>	Build on previous year & focus on: Verb prefixes dis	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

<p><b>Year 6</b></p>	<p>Build on previous year &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>Build on previous units &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p>	<p>Build on previous units &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal and informal vocabulary choices</p>	<p>Build on previous units &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone</p>	<p>Build on previous units &amp; focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>
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## English - Grammar Progression of Skills - Sentence

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>F2</b>	Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.
<b>Year 1</b>	Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but
<b>Year 2</b>	Build on previous year & focus on: Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Coordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Build on previous units & focus on: Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as question, exclamation and statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
<b>Year 3</b>	Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
<b>Year 4</b>	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials
<b>Year 5</b>	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs.	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs.	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
<b>Year 6</b>	Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were...	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were... Command, suggest demand – I Recommend that... Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence

## English - Grammar Progression of Skills - Text

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>F2</b>	Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly
<b>Year 1</b>	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
<b>Year 2</b>	Build on previous year & focus on:	Build on previous units & focus on:	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units. Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
<b>Year 3</b>	Build on previous year & focus on: Present perfect form of verbs	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
<b>Year 4</b>	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Year 5</b>	Build on previous year & focus on: Devices to build cohesion - pronouns	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
<b>Year 6</b>	Build on previous year & focus on: Colons to introduce a list and semi- colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semicolon to separate two main clauses	Build on previous units & focus on: Use the semicolon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Colon to introduce a list Semi-colons for more elaborate lists Use range of punctuation taught at KS2 to punctuate a series of sentences	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semicolon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semicolons as boundaries between independent clauses

## English - Grammar Progression of Skills - Punctuation

Subject area	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
<b>F2</b>	<b>Focus on:</b> Letter formation Separation of words with spaces	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Personal pronoun - I	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names
<b>Year 1</b>	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
<b>Year 2</b>	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences  Use apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
<b>Year 3</b>	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
<b>Year 4</b>	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns)	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials
<b>Year 5</b>	Build on previous year & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Use hyphens to avoid ambiguity	Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis

					Commas for clarity	
<b>Year 6</b>	Build on previous year & focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semicolon to separate two main clauses	Build on previous units & focus on: Use the semicolon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Colon to introduce a list Semi-colons for more elaborate lists Use range of punctuation taught at KS2 to punctuate a series of sentences	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semicolon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semicolons as boundaries between independent clauses

### English - Progression of Skills - Terminology for Pupils

Subject area	Building on and retaining prior knowledge...
F2	<b>letter, capital letter, word, sentence, full stop, question mark</b>
Year 1	<b>letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</b>
Year 2	<b>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</b>
Year 3	<b>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</b>
Year 4	<b>Determiner, pronoun, possessive pronoun, adverbial</b>
Year 5	<b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b>
Year 6	<b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b>