**WRITING & GPVS KNOWLEDGE, SKILLS & UNDERSTANDING**

***Cudworth Churchfield Primary School***



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**Key Learning in Writing**

**What is Key Learning in Writing?**

The Key Learning in Writing statements relate to the age appropriate skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

**Where have they come from?**

The Key Learning statements have been identified primarily from the National Curriculum 2014 programmes of study.

**How might Key Learning in Writing be useful?**

The Key Learning statements should help to focus, and be exemplified during, whole class teaching. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Regular teaching of skills would normally take place through a combination of lively 'warm up' sessions (particularly during the earlier phases of the teaching sequence), shared writing and guided writing. Pupils will practise applying their learning during independent and guided writing and have regular opportunities to reflect on how well they have done. To consolidate, children should be encouraged to apply their learning in their cross curricular writing.

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| **Y1 - Composition** | | **Y1 - Transcription** | |
| **Y1 - Vocabulary, grammar and punctuation** | **Y1 - Composition** | **Y1 - Spelling** | **Y1 - Handwriting** |
| * Say, and hold in memory whilst writing, simple   sentences which make sense.   * Write simple sentences that can be read by themselves and others. * Separate words with (finger) spaces. * Use capital letters to demarcate simple sentences. * Use full stops to demarcate simple sentences. * Use capital letter for the personal pronoun I. * Use capital letters for names of people, places and days of the week (proper nouns). * Identify and use question marks. * Identify and use exclamation marks. * Recognise a simple sentence as a main clause. * Use the coordinating conjunction and to link words and clauses. * Extend range of coordinating conjunctions to link words and clauses using but and or. * Identify and make singular nouns plural using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes. * Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. * Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. untie, unkind. | **Planning**   * Orally plan and rehearse ideas. * Sequence ideas and events in narratives. * Sequence ideas and events in non-fiction. * Use familiar plots for structuring the opening, middle and end of their stories.   **Drafting and Writing**   * Orally compose every sentence before writing. * Re-read every sentence to check it makes sense, making corrections as appropriate. * Compose and sequence their own sentences to write short narratives (using 3 or 4 simple, meaningful sentences). * Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions (using 3 or 4 simple, meaningful sentences). * Use formulaic phrases to open and close texts. e.g. Once upon a time; In a land far, far away; And they all lived happily ever after * Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.   **Evaluating and Editing**   * Discuss their writing with adults and peers.   **Performing**   * Read aloud their writing audibly to adults and peers. | * Divide words into syllables, e.g. pocket. * Segment spoken words into phonemes. * Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. * Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back. * Spell words with the /y/ sound spelt n before k, e.g.   bank, think.   * Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch. * Spell words with the /v/ sound at the end of words,   e.g. have, live, give.   * Add s and es to words, e.g. thanks, catches. * Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. * Add –er and –est to adjectives where no change is needed to the root word. * Spell words with vowel digraphs. * Spell words with vowel trigraphs. * Spell words ending –y (/i:/ or /i/), e.g. happy. * Spell words with new consonant spellings ph and wh,   e.g. dolphin, wheel.   * Spell words using k for the /k/ sound, e.g. Kent. * Add the prefix –un. * Spell compound words, e.g. farmyard, bedroom. * Spell common exception words (see below). * Spell days of the week. * Name the letters of the alphabet in order. * Use letter names to distinguish between alternative spellings of the same sound. * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | * Sit correctly at a table and hold a pencil correctly. * Hold a pencil with an effective grip (tripod). * Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. * Form letters that are appropriately sized. * Form digits 0-9 correctly.   + Practise forming letters in handwriting families:   + ‘Long ladders’ – i, j, l, t, u,   + ‘One armed robots’ – b, h, m, n p, r   + ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s   + Zig-zag letters – k, v, w, x, y, z * Have clear ascenders (‘tall letters’) and descenders (‘tails’). * Form capital letters correctly that are mostly relative in size to lower-case letters. |
| **Terminology**   * Identify, use and define the following terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |

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| **Y2 - Composition** | | **Y2 - Transcription** | |
| **Y2 - Vocabulary, grammar and punctuation** | **Y2 - Composition** | **Y2 - Spelling** | **Y2 - Handwriting** |
| **In addition to Y1 objectives:**   * Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). * Identify and use statements. * Identify and use questions (and demarcate correctly). * Identify and use exclamations (and demarcate correctly). * Identify and use commands. * Secure the use of full stops, capital letters,   exclamation marks and question marks.   * Use commas to separate items in a list. * Use apostrophes for contracted forms e.g.   don’t, can’t, wouldn’t, you’re, I’ll.   * Use apostrophes for singular possession in nouns, e.g. the girl’s name. * Use subordination for time using when, before   and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.   * Use subordination for reason using because and if * Use the subordinating conjunction that in a   sentence, e.g. I hope that it doesn’t rain on sports day.   * Select, generate and effectively use verbs. * Use a selected tense consistently in a text. * Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. * Use past tense for narrative, recount (e.g. diary, newspaper report, biography, historical reports). * Use present tense for non-chronological reports and persuasive adverts. * Select, generate and effectively use nouns. * Add suffixes ness and er to create nouns e.g.   happiness, sadness, teacher, baker. | **In addition to Y1 objectives:**  **Planning**   * Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.   **Drafting and Writing**   * Orally rehearse each sentence prior to writing. * Develop a positive attitude to writing. * Develop stamina for writing in order to write at length. * Write about real and fictional events. * Write simple poems based on models. * Make simple notes from non-fiction texts, e.g. highlighting and noting key words. * Use specific text type features to write for a   range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.  **Evaluating and Editing**   * Edit and improve own writing in relation to audience and purpose. * Evaluate their writing with adults and peers. * Proofread to check for errors in spelling, grammar and punctuation. * Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.   **Performing**   * Read aloud their writing with intonation to make the meaning clear. | **In addition to Y1 objectives:**   * Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes, for which one or more spellings are already known. * Learn to spell common exception words (see below). * Learn to spell more words with contracted forms, e.g.   can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.   * Learn the possessive apostrophe (singular), e.g. the girl’s book. * To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our). * Add suffixes ness and er e.g. happiness, sadness, teacher, baker. * Add suffix ment to spell longer words, e.g. enjoyment. * Add suffixes ful and less e.g. playful, careful, careless, hopeless. * Use suffixes er and est e.g. faster, fastest, smaller, smallest. * Use suffix ly e.g. slowly, gently, carefully.   **Spell words with:**   * the /dy/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant). * the /s/ sound spelt c before e, i and y, e.g. ice, cell. * the /n/ sound spelt kn and gn at the beginning, e.g.   knee, gnat.   * the /1/ sound spelt wr at the beginning e.g. wrote, wrong. * the /l/ or /al/ sound spelt –le at the end of words, e.g.   table, apple.   * the /l/ or /al/ sound spelt –el at the end of words, e.g.   camel, tunnel.   * the /l/ or /al/ sound spelt –al at the end of words, e.g.   pedal, capital. | **In addition to Y1 objectives:**   * Form lower-case letters of the correct size relative to one another. * Orientate capital letters correctly. * Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. * Write capital letters and digits of the   correct size relative to one another and to lower case letters.   * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. * Use spacing between words which reflects the size of the letters. |

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| * Create compound words using nouns, e.g.   whiteboard and football.   * Select, generate and effectively use   adjectives.   * Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * Add suffixes ful or less to create adjectives   e.g. playful, careful, careless, hopeless.   * Use suffixes er and est to create adjectives   e.g. faster, fastest, smaller, smallest.   * Select, generate and effectively use adverbs. * Use suffix ly to turn adjectives into adverbs   e.g. slowly, gently, carefully. |  | * the ending –il e.g. pencil, fossil, nostril. * the /ai/ sound spelt –y at the end of words, e.g. try, reply. * The /e:/ sound spelt a before l and ll, e.g. call, walk * The /x/ sound spelt o, e.g. mother, Monday * The /i:/ sound spelt –ey, e.g. key, donkey * The /d/ sound spelt a after w and qu, e.g. wander, quantity * The /›:/ sound spelt or after w, e.g. word, worm * The /e:/ sound spelt ar after w, e.g. war, warm * The /y/ sound spelt s, e.g. television, usual * Add –es to nouns and verbs ending in –y, e.g. copies, babies. * Add –ed, –ing, –er and –est to a root word ending in – y with a consonant before it, e.g. copied, copier. * Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked, hiker. * Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted. * Spell words ending in -tion, e.g. station, fiction * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |  |
| **Terminology**  **In addition to Y1 objectives:**   * Identify, use and define the following terms: compound, suffix, tense (past & present), noun, noun phrase, statement, question, exclamation, command, adjective, adverb, verb, apostrophe, comma. |

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| **Y3 - Composition** | | **Y3 - Transcription** | |
| **Y3 - Vocabulary, grammar and punctuation** | **Y3 - Composition** | **Y3 - Spelling** | **Y3 - Handwriting** |
| **In addition to KS1 objectives:**   * Identify clauses in sentences. * Explore and identify main and subordinate clauses in complex sentences. * Explore, identify and create complex sentences using a range of conjunctions e.g.   when, if because, although, while, since, until, before, after, so.   * Use the comma to separate clauses in   complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.   * Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond, upon. * Use the commas after a fronted adverbial. * Select, generate and effectively use adverbs   e.g. suddenly, silently, soon, next, eventually.   * Use inverted commas to punctuate direct speech (speech marks). * Accurately use possessive apostrophes in words with regular plurals. * Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). * Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. * Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. * Explore and collect nouns with prefixes super, anti, auto. * Use expanded noun phrases to aid description. | **In addition to KS1 objectives:**  **Planning**   * Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. * Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. * Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.   **Drafting and writing**   * Create and develop settings for narrative using a range of taught structures. * Create and develop characters for narrative using a range of taught structures. * Improvise, create and write dialogue with correct demarcation. * Create and develop plots based on a model. * Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. * Use different sentence structures (see VGP). * Group related material into paragraphs. * Use headings and sub headings to organise information.   **Evaluating and Editing**   * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing. * Discuss and propose changes with partners and in small groups. * Improve writing in the light of evaluation.   Performing   * Use appropriate intonation, tone and volume to present their writing to a group or class. | **In addition to KS1 objectives:**   * Use further negative prefixes un, in, dis, mis and understand how to add them. * Spell words with the prefix re, meaning again or back. * Spell words with the prefix sub, meaning under. * Spell words with the prefix inter, meaning between or among. * Spell words with the prefix super, meaning above. * Spell words with the prefix anti, meaning against. * Spell words with the prefix auto, meaning self or own. * Use further suffixes ly,ous, and understand how to add them. * Spell words with the suffix ation. * Spell words where in becomes il. * Add suffixes beginning with vowel letters to words of more than one syllable. * Spell homophones and near homophones. * Spell words containing the /x/ sound spelt ou, e.g.   young, touch, double   * Spell words with endings sounding like /ya/ e.g.   treasure, enclosure, pleasure.   * Spell words with endings sounding like or /tfa/, e.g.   creature, furniture, adventure.   * Spell words with the /ei/ sound spelt ei, eigh, or ey,   e.g. vein, weigh, eight, neighbour, they, obey   * Identify and spell irregular past tense verbs, e.g. send   /sent, hear / heard, think/ thought   * Identify and spell irregular plurals, e.g goose/ geese, woman/women, potato /es * Use the first two letters of a word to check its spelling in a dictionary. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. | **In addition to KS1 objectives:**   * Form and use the four basic handwriting joins. * Write legibly. |
| **Terminology**  **In addition to KS1 objectives:**   * Identify, use and define the following terms: consonant, vowel, preposition, conjunction, root word, word family, prefix, clause, subordinate clause, direct speech, inverted commas. |

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| **Y4 – Composition** | | **Y4 - Transcription** | |
| **Y4 - Vocabulary, grammar and punctuation** | **Y4 - Composition** | **Y4 - Spelling** | **Y4 - Handwriting** |
| **In addition to Y3 objectives:**   * Create complex sentences with adverb starters   e.g. Silently trudging through the snow, Sam made his way up the mountain.   * Use commas to mark clauses in complex sentences. * Create sentences with fronted adverbials for when (demarcated correctly) e.g. As the clock struck twelve, the soldiers sprang into action. * Create sentences with fronted adverbials for where (demarcated correctly) e.g. In the distance, a lone wolf howled. * Use commas after fronted adverbials. * Identify, select and use determiners including:   **-** articles: a/an, the   * demonstratives : this/that; these/those * possessives: my/your/his/her/its/our/their * quantifiers: some, any, no, many, much, * Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.” * Follow the correct writing conventions for direct speech e.g new line for a new speaker * Identify, select and effectively use pronouns. * Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. * Explore, identify, collect and use noun phrases   e.g. the crumbly cookie with tasty marshmallow pieces.   * Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. * Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones. | **In addition to Y3 objectives:**  **Planning**   * Read and analyse narrative, non-fiction and poetry in order to plan their own versions. * Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. * Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.   **Drafting and Writing**   * Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. * Plan and write an opening paragraph which combines setting and character/s. * Improvise and compose dialogue, demonstrating their understanding of Standard and non- Standard English. * Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. * Use different sentence structures (see VGP). * Use paragraphs to organise writing in fiction and non-fiction texts. * Use organisational devices in non-fiction writing,   e.g. captions, text boxes, diagram, lists, bullet points.   * Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later…, Back at home… * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.   **Evaluating and Editing**   * Proofread to check for errors in spelling, grammar and punctuation. * Discuss and propose changes to own and others’ writing with partners/small groups. * Improve writing in light of evaluation. * Use a thesaurus to improve vocabulary.   **Performing**   * Use appropriate intonation, tone and volume to present their writing to a range of audiences. | **In addition to Y3 objectives:**   * Use further prefixes, e.g. in- , im- ir–, sub–, inter–, super–, anti–, auto–. * Use further suffixes, e.g. –ation, - tion, –ssion,   –cian, -sion, -ous, -ture   * Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. * Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. * Identify and spell words with the /f/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. * Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. tongue, antique. * Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. * Understand how diminutives are formed using e.g. suffix - ette and prefix mini-. * Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb). * The /i/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. * Use the first three letters of a word to check its spelling in a dictionary. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. * Explore and use the possessive apostrophe, e.g. boy’s books (books belonging to a boy) and boys’ books (books belonging to more than one boy). * Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. * Become familiar with a wider range of word families based on common words showing how words are related in form and meaning. | **In addition to Y3 objectives:**   * Use a joined style throughout their independent writing. * Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are   parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. |
| **Terminology**  **In addition to Y3 objectives:**  Identify, use and define the following terms: determiner, pronoun, possessive pronoun, adverbial. |

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| **Y5 - Composition** | | **Y5 - Transcription** | |
| **Y5 - Vocabulary, grammar and punctuation** | **Y5 - Composition** | **Y5 - Spelling** | **Y5 - Handwriting** |
| **In addition to LKS2 objectives:**   * Create complex sentences by using relative clauses with relative pronouns **who**, **which**, **where**, **whose**, **when**, **that** e.g. Sam, who had   remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.   * Create complex sentences where the relative   pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.   * Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. * Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the   diving board.   * Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. * Demarcate complex sentences using commas in order to clarify meaning. * Use commas to avoid ambiguity, e.g. ‘Let’s eat Grandma.’ and ‘Let’s eat, Grandma.’ * Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. * Identify and use brackets to indicate   parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.   * Identify and use dashes to indicate   parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.   * Link ideas across paragraphs using adverbials   for time, place and numbers e.g. later, nearby, secondly. | **In addition to LKS2 objectives:**  **Planning**   * Identify the audience and purpose. * Select the appropriate language and structures. * Use similar writing models. * Note and develop ideas. * Draw on reading and research. * Think how authors develop characters and settings (in books, films and performances).   **Drafting and Writing**   * Select appropriate structure, vocabulary and grammar that is fit for purpose. * Blend action, dialogue and description within and across paragraphs to progress a narrative or aid characterisation. * Use different sentence structures with increasing control (see VGP). * Use devices to build cohesion (see VGP). * Use organisation and presentational devices   e.g. underlining, bullet points, headings.  **Evaluating and Editing**   * Assess the effectiveness of own and others’ writing in relation to audience and purpose. * Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. * Ensure consistent and correct use of tense throughout a piece of writing. * Ensure consistent subject and verb agreement. * Proofread for spelling and punctuation errors. * Use a theasarus to improve vocabulary.   **Performing**   * Use appropriate intonation and volume. * Add movement. * Ensure meaning is clear. | **In addition to LKS2 objectives:**   * Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. * Recognise and spell words ending in –ant,   –ance/–ancy, –ent, –ence/–ency.   * Recognise and spell words ending in –able and –ible. * Recognise and spell words ending in –ably and –ibly. * Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. * Recognise and spell words containing the letter-string   ough.   * Recognise and spell the suffixes -al,- ary,- ic. * To spell further suffixes, e.g. ll in full becoming l. * Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn. * To spell unstressed vowels in polysyllabic words. * Develop self-checking and proof reading strategies. * Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. * Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. | **In addition to LKS2 objectives:**   * Write fluently using a joined style as appropriate for independent writing. * Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a   form, writing an e mail address. |

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| * Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. * Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak   jaws and small teeth.   * Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. * Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. * Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-. * Use a colon to introduce a list. * Use a semi-colon in an expanded list. |  |  |  |
| **Terminology**  **In addition to LKS2 objectives:**  Identify, use and define the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity and start to explore Y6 terminology. |

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| **Y6 - Composition** | | **Y6 - Transcription** | |
| **Y6 - Vocabulary, grammar and punctuation** | **Y6 - Composition** | **Y6 - Spelling** | **Y6 - Handwriting** |
| **In addition to Y5 objectives:**   * Manipulate sentences to create particular effects. * Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the   other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.   * Use devices to build cohesion between   paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.   * Use ellipsis to link ideas between paragraphs. * Use repetition of a word or phrase to link ideas between paragraphs. * Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. * Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. * Identify the subject and object of a sentence. * Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. * Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will   have eaten lunch by then (future perfect).   * Punctuate bullet points consistently. * Identify and use colons to introduce a list. * Identify and use colons between independent clauses (moving from the general to the specific). * Identify and use semi-colons within lists. * Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-   eating shark. | **In addition to Y5 objectives:**  **Planning**   * Identify audience and purpose. * Choose appropriate text-form and type for all writing. * Select the appropriate structure, vocabulary and grammar. * Draw on similar writing models, reading and research. * Compare how authors develop characters and settings (in books, films and performances). * Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.   **Drafting and Writing**   * Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. * Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). * Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby,   school bag and announced, through gritted teeth, “It’s not fair!"   * Consciously control the use of different   sentence structures for effect.   * Use a wide range of devices to build cohesion within and across paragraphs. * Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous   actions, time-shifts.   * Combine text-types to create hybrid texts e.g.   persuasive speech. | **In addition to Y5 objectives:**   * Recognise and spell endings which sound like /fas/, spelt – cious or –tious. * Recognise and spell endings which sound like /fal/,   e.g. official, partial.   * Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference. * Investigate use of the hyphen. * Investigate and use further prefixes, e.g. bi- trans- tele- circum-. * Distinguish between homophones and other words that are often confused. * Identify root words, derivations and spelling patterns as a support for spelling. * Be secure with all spelling rules previously taught. * Use a number of different strategies interactively in order to spell correctly. * Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. * Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. | **In addition to Y5 objectives:**   * Write, using a joined style, with increasing speed. * Choose the writing implement that is   best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters. |

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| * Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in –   enter.   * Explore, collect and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?" * Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires   that all pupils be honest.   * Use semi-colons in an expanded list. | * Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables. * Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g.   repeated use of ‘and’ to convey tedium, one word sentence.   * Make conscious choices about techniques to   engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.   * Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative. * Manage shifts in formality in single pieces of text.   **Evaluating and Editing**   * Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. * Proofread for grammatical, spelling and punctuation errors.   **Performing**   * Use appropriate and effective intonation and volume. * Add gesture and movement to enhance meaning. * Encourage and take account of audience engagement. |  |  |
| **Terminology**  **In addition to Y5 objectives:**  Identify, use and define the following terms: subject, object, passive, active, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points. |

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| **Year 1 Common Exception Words** | | | | | |
| the | a | do | to | today | of |
| said | says | are | were | was | is |
| his | i | you | your | they | be |
| he | me | she | we | no | go |
| so | by | my | here | there | where |
| love | come | some | one | once | ask |
| friend | school | put | push | pull | full |
| house | our | and/or others according to the programme used | |  |  |

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| **Year 2 Common Exception Words** | | | | | |
| door | floor | poor | because | find | kind |
| mind | behind | child | children | wild | climb |
| most | only | both | old | cold | gold |
| hold | told | every | everybody | even | great |
| break | steak | pretty | beautiful | after | fast |
| last | past | father | class | grass | pass |
| plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should |
| would | who | whole | any | many | clothes |
| busy | people | water | again | half | money |
| Mr | Mrs | parents | Christmas | – and/or others according to the programme used | |

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| **Year 3** | | | | | |
| accident(ally) | century | February | length | popular | strange |
| actual(ly) | circle | forward(s) | library | potatoes | thought |
| address | decide | fruit | minute | promise | through |
| answer | describe | heard | naughty | purpose | weight |
| arrive | early | heart | notice | quarter | woman/women |
| believe | earth | height | occasion(ally) | question |  |
| bicycle | eight/eighth | history | often | reign |  |
| centre | enough | learn | perhaps | sentence |  |

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| **Year 4** | | | | | |
| appear | continue | grammar | material | possible | suppose |
| breadth | different | group | medicine | pressure | surprise |
| breathe | difficult | guard | mention | probably | therefore |
| build | disappear | guide | natural | recent | though/although |
| busy/business | exercise | imagine | opposite | regular |  |
| calendar | experience | important | ordinary | remember |  |
| caught | experiment | increase | particular | separate |  |
| certain | extreme | interest | peculiar | special |  |
| complete | famous | island | position | straight |  |
| consider | favourite | knowledge | possess(ion) | strength |  |

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| **Year 5** | | | | | |
| apparent | cemetery | determined | explanation | interfere | occupy |
| rhythm | amateur | communicate | develop | familiar | language |
| occur | secretary | ancient | community | dictionary | foreign |
| leisure | persuade | shoulder | available | conscience\* | environment |
| forty | lightning | physical | soldier | average | convenience |
| equip (-ped, -ment) | government | muscle | programme | stomach | bargain |
| curiosity | excellent | hindrance | neighbour | queue | temperature |
| bruise | desperate | existence | individual | nuisance | recognise |
| twelfth | rhyme | vegetable |  |  |  |

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| **Year 6** | | | | | |
| accommodate | category | disastrous | immediate(ly) | privilege | sincere(ly) |
| accompany | committee | embarrass | interrupt | profession | sufficient |
| according | competition | especially | marvellous | pronunciation | suggest |
| achieve | conscious\* | exaggerate | mischievous | recommend | symbol |
| aggressive | controversy | frequently | necessary | relevant | system |
| appreciate | correspond | guarantee | opportunity | restaurant | thorough |
| attached | criticise (critic + ise) | harass | parliament | sacrifice | variety |
| awkward | definite | identity | prejudice | signature | vehicle |
| yacht |  |  |  |  |  |

**Progression Through Text Type Documents**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

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| **Year 1** |
| **Narrative** |
| Ensure pupils can:   * Write a simple, known story in sentences. * Include a character and a setting when writing a simple story. * Write using past tense sequence of events. * Include adjectives within a noun phrase. * Use some traditional story language (Once upon a time, lived happily ever after). |
| **Recount** |
| Ensure pupils can:   * Write based on personal experience. * Write a sentence starting with ‘I’. * Sequence events correctly. * Use simple time connectives e.g: first, then, next, finally. * Write simple sentences using the past tense. |
| **Instructions** |
| Ensure pupils can:   * Write sentences that begin with simple ‘when’ adverbials, followed by imperative verbs. * Write simple instructions in chronological order. |
| **Non-chronological report** |
| Ensure pupils can:   * Write a series of factual sentences to describe a particular thing. * Write captions using present tense. * Write labels for diagrams and pictures. |
| **Poetry** |
| Ensure pupils can:   * Explore making up funny sentences and playing with words * Use simple repeating patterns e.g. rhyme * Observe details of first hand experiences using their senses * Begin to explore onomatopoeia |

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| **Year 2** |
| **Narrative** |
| In addition to the Year One outcomes, ensure pupils can:   * Write a beginning, middle and end of a known story. * Use simple time conjunctions so that narratives flow. * Describe settings using noun phrases. * Describe characters and write character profiles. * Hint at characterisation by using ly adverbs and alternative verbs. * Use verb tenses with increasing accuracy. * Use when (time) adverbials (e.g. after that, soon, later) throughout the text. |
| **Recount** |
| In addition to the Year One outcomes, ensure pupils can:   * Write an introductory sentence. * Include where, when, what and who detail when planning and writing. * Use consistent past tense. * Use verb tense with increasing accuracy. * Describe using adjectives. * Use when (time) adverbials (e.g. after that, soon, later) throughout the text. * Write a final sentence as an opinion or reflection. |
| **Instructions** |
| In addition to Y1 outcomes, ensure pupils can:   * Write a title (How to…). * Write a section headed You will need. * Number and/or bullet-point instructions. * Use key topic words/technical vocabulary, where appropriate. * Occasionally use –ly (how) adverbials to explain how to do something, where it helps the reader. |
| **Non-chronological report** |
| In addition to Y1 outcomes, ensure pupils can:   * Write instructions which have a goal at the beginning. * Organise information into simple paragraphs, using headings and subheadings. * Use the present tense consistently. * Improve noun phrases using alternative nouns. * Improve verb choices, including the use of topic words/technical vocabulary. |
| **Persuasion (poster or leaflet)** |
| Ensure pupils can:   * Write simple catchphrases. * Use questions to catch the attention of the reader. * Choose adjectives for effect. |
| **Poetry** |
| In addition to Y1 outcomes, ensure pupils can:   * Experiment with alliteration * Use increasingly adventurous word choices * Create a pattern or shape on a page * Use onomatopoeia for effect |

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| **Year 3** |
| **Narrative** |
| In addition to KS1 outcomes, ensure pupils can:   * Write using at least three paragraphs organised around a theme: opening, problem and solution. * Create narratives around a plot. * Plan and write using consistent past tense. * Describe settings using carefully chosen words and phrases. * Use alternative verbs (said, went etc.) with how adverbials (carefully, speedily) to hint at character. * Use limited direct speech to move the story on or help characterisation. |
| **Recount** |
| In addition to KS1 outcomes, ensure pupils can:   * Write using at least three paragraphs organised around an event: orientation, main body and a reflective summary. * Include a few personal reflective statements throughout their recount. * Use when adverbials (e.g. once we arrived, meanwhile, whilst) and how adverbs (eagerly). * Use prepositional phrases (e.g. on the coach, at the museum). * Report speech. |
| **Instructions** |
| In addition to KS1 outcomes, ensure pupils can:   * Organise writing under headings and subheadings. * Write a simple introduction to explain what the instructions are about. * Write a closing statement. * Use precise technical vocabulary. * Include comma separated lists. |
| **Non-chronological report** |
| In addition to KS1 outcomes, ensure pupils can:   * Make simple notes under given subheadings, using given sources. * Convert notes into text. * Write about three paragraphs, perhaps using headings and sub-headings. * Write an opening paragraph as an introduction to orient the reader to the content. * Engage the reader with a rhetorical question (e.g. Did you know…?) * Use a range of layout devices, e.g. captions, fact boxes. |
| **Explanation** |
| * Write an opening statement. * Use time and sequence conjunctions. * Begin to use causal conjunctions (e.g. because, so, this causes, therefore). * Write a series of logical steps explaining how/why something works/happens. |
| **Persuasion** |
| In addition to Year 2 outcomes, ensure pupils can:   * Plan and write using at least three paragraphs – introduction (appeal to the reader), main argument(s), summary (reiteration). * Use facts to support the argument. * Write rhetorical questions. * Use persuasive techniques to make slogans memorable (e.g. alliteration, simile). |
| **Poetry** |
| In addition to Y2 outcomes, ensure pupils can:   * Experiment with word play * Use effective nouns, adjectives & verbs * Continue to experiment with alliteration, pattern & rhyme |

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| **Year 4** |
| **Narrative** |
| In addition to KS1 and Y3 outcomes, ensure pupils can:   * Write using at least 5 paragraphs: opening, build up, problem, resolution, conclusion (linked to beginning). * Write speech: Separate dialogue from narrative (by use of comma, exclamation mark, question mark) and begin a new line for a new speaker. * Write a range of adverbial phrases, experimenting with their position within a sentence. |
| **Recount** |
| In addition to KS1 and Y3 outcomes, ensure pupils can:   * Describe settings using adventurous noun phrases (alliteration, onomatopoeia). * Use the present perfect form of verbs instead of simple past, where appropriate (e.g. I have learned   that…). |
| **Instructions** |
| In addition to KS1 and Y3 outcomes, ensure pupils can:   * Use more sophisticated when adverbials (e.g. meanwhile, while) as a cohesive device. * Write clear and concise sentences. * Use precise imperative verbs. |
| **Non-chronological report** |
| In addition to KS1 and Y3 outcomes, ensure pupils can also:   * Make simple notes from self-selected sources, organising information in their own way. * Choose subheadings for their own reports independently. * Convert notes into text with more independence. * Write a summary paragraph of one or two sentences, summarising the key information. |
| **Explanation** |
| In addition to Y3 outcomes, ensure pupils can also:   * Use technical vocabulary for precision. * Begin to use flow charts or diagrams to support their explanation. |
| **Persuasion** |
| In addition to Y3 outcomes, ensure pupils can also:   * Use emotive language (e.g. horrendous, despicable, disgraceful). * Use logical conjunctions (e.g. this shows, therefore, due to). * Use a wider range of figurative language, such as exaggeration (hyperbole). |
| **Poetry** |
| In addition to Y3 outcomes, ensure pupils can:   * Use language playfully to create a theme * Explore alternative patterns of rhyme * Experiment with simple forms * Begin to use emotive language |

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| **Year 5/ Year 6 (Revisit)** |
| **Narrative** |
| In addition to KS1 and lower KS2 outcomes, ensure pupils can:   * Write at least five paragraphs: opening, build up, problem, resolution and a conclusion tied to the opening. * Consider how authors have developed characters and settings, using these as inspiration. * Develop settings and atmosphere using figurative language (personification and metaphor). * Use a range of grammatical devices to create mood and atmosphere (e.g. using short sentences to create tension). * Develop characterisation using effective alternative verbs (said, went etc.) with how adverbials. * Integrate dialogue accurately to convey character and advance action. |
| **Recount** |
| In addition to KS1 and lower KS2 outcomes, ensure pupils can:   * Plan and write at least five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph. * Use reported speech. * Make choices about using longer and shorter sentences. * Routinely use how, when and where adverbial phrases in different sentence positions. |
| **Non-Chronological Report** |
| In addition to lower KS2 outcomes, ensure pupils can:   * Use a range of sources to independently gather information, selecting facts to interest the reader. * Plan under their choice of paragraph heading in note form. * Move from the general to the specific within the opening of each paragraph. (General sentence followed by sentences to expand on subject matter.) * Add comments to facts (e.g. Armour must have been unbearably uncomfortable!) * As with lower KS2, draw on generic sentence level work to improve sophistication. |
| **Explanation** |
| In addition to lower KS2 outcomes, ensure pupils can:   * Introduce the text with a general statement (e.g. In Autumn, some birds migrate). * Begin to use the passive voice (e.g. The bottle is shaken/ Birds are hunted). |
| **Persuasion** |
| In addition to Y2 and lower KS2 outcomes, ensure pupils can:   * Plan and write using a five-paragraph structure. * Move from the general to the specific within the opening of each paragraph, with sentences to expand on the main idea. * Write arguments using good reasons, facts and convincing evidence – often in the form of point plus elaboration. * Include a counter argument (where appropriate: e.g. some people may believe that…) * Include short sentences and emotive language to add emphasis. * Write a conclusion to summarise and restate the opening position. * Write rhetorical questions. |
| **Discussion** |
| * Open with a statement of the issue and a preview of the main arguments. * Write arguments for and against with supporting reasons and evidence. * Use facts to support arguments (statistics, direct quotes). * Write using a range of tenses, where applicable. * Move from the general to the specific, (e.g. People agree that… Mr. Smith, who is…, stated that…). * Use logical conjunctions (e.g. therefore, however). |
| **Poetry** |
| In addition to Y4 outcomes, ensure pupils can:   * Invent nonsense words * Experiment with unexpected word combinations * Avoid cliché in writing * Attempt different & alternative forms of poetry * Use careful observation bring subject matter alive * Use a range of figurative language, designed to have an impact on the reader * Use famous poems from literature as a model for their own |