

Writing at Morton Church of England Primary School

Writing Intent Statement:

At Morton C of E Primary School, we believe that writing is a key skill for life, both inside and outside of education. Our aim is to provide all pupils with the skills to enable them to confidently communicate their knowledge, ideas and emotions through their writing. We offer our children an enriching curriculum for writing which endorses creativity as well as the opportunity to write for real life, meaningful purposes. Our curriculum ensures that our children are given the opportunity to write across different age- appropriate genres.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. Children are encouraged to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We believe that all pupils should take pride in the presentation of their writing. At Morton we believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement , being able to edit their work effectively during and after the writing process.

Implementation Statement:

At Morton C of E Primary School we teach English as whole class lessons from Y1-Y6 so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Our units of work are designed to build and develop the required skills through the genres of writing being taught. These units of work will often have carefully planned links to other subjects making the writing experience immersive for our children. Relevant grammar and punctuation objectives will be covered in these units however, teachers will sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that the class need additional learning opportunities to embed and develop their understanding or to consolidate skills.

Post- covid staff observed that the stamina for writing had dipped and that children were struggling to keep up with the pace and coverage of the curriculum at this time. Gaps were identified within cohorts on key elements of grammar and punctuation, as many children had missed out on direct teaching and opportunities to consolidate skills through extended pieces of writing during the pandemic. Moving to become a 'one form entry school' we then decided to overhaul our English curriculum allowing us to map carefully the genres of writing children experience. The decision was made to delve deeper into units of writing to allow for consolidation of skills and more time to build up to



extended writing pieces and provide the opportunity for children to edit and revise their work and those in KS2 to create drafts prior to their final piece. Techniques such as text mapping and 'hugging a text' were introduced as formats to provide scaffolding for children to develop their own ideas from when writing.

English Lesson Sequence:

Each year group has a yearly overview of the writing coverage (see below) which identifies the genres, both narrative and non-fiction, that will be taught. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and three weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the end of year objectives. This will then inform teachers assessment to identify the level a child is currently working at.

Units link to a carefully chosen text that acts as a stimulus for teaching the identified text type and emanate the word and sentence level skills that children will be expected to include in their extended writing outcome for that unit. A WAGOLL (What a good one looks like) model text is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing.

Classroom organisation:

Within lessons, teachers and teaching assistants target support for groups and individuals to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. Those children who are quicker to grasp new concepts, are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Early years:

During their time in EYFS children begin with mark making and then ascribing meaning to these marks. From this children will then start to



learn how to form letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. This continues to develop when they are starting to use some talk for writing strategies to help them write. The classroom provision encourages children to write at all times, with opportunities to make lists, labels, captions and sentences integrated within the wide range of learning activities. Adults within the classroom support and model writing with small groups of children throughout the week.

Key stage One:

In Year 1, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check it makes sense. This will be done in their narrative work based on their class novels and through recounts. They will also be expected to discuss what they have written and to read it aloud. Children will begin to be aware of the punctuation to demarcate sentences at the start and end.

In Year 2, children learn to write for a range of purposes, including stories based on their class novels, instructions, non-chronological reports and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements. Children will learn to write in past and present tenses and extend sentences with expanded noun phrases. They will consolidate prior learning in punctuation and learn to use commas for lists and apostrophes for contractions.

Key Stage Two:

In Years 3 and 4, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction texts, to use headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it. In Years 3 and 4, they continue to base their writing on class texts and relevant non-fiction while writing for purpose. Children will learn to integrate speech into their writing and the associated punctuation. Sentences are expanded with the use of adverbials and prepositional phrases. Children will extend beyond the Y2 objectives with the use of commas in speech and for fronted adverbials as well as apostrophes for pluralisation.



In Years 5 and 6, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories. Children will explore journalistic writing along with discussion balanced arguments. They will implement relative clauses and learn about active and passive voice. Children will implement a range of punctuation devices to support organising writing, both in fiction and non-fiction such as brackets, dashes, bullet points, hyphens.

Assessment:

Summative assessment takes place every half term or at the end of a unit. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce and determine to what extent pupils have met the . Teacher's will refer to

Teachers moderate writing standards termly via our LAAT cluster groups to ensure that there is standardised assessment of children's writing from one school to another.

Teachers in Y2 and Y6 will also attend additional, moderation workshops where they have access to experts for writing moderation in those specific year groups.

Writing moderation workshops are also undertaken within the English Lead's CPD programme each year.

Teacher assessments are recorded onto 'Insight' at the end of each full term.

Handwriting:

From EYFS to Year 1 children will learn letter formations in accordance with their Twinkl phonics programme.

From Y1-6 children will be taught handwriting in accordance with the Letter Joins handwriting programme. Children will progress onto cursive handwriting through the following steps:

In the last term of Y1-end of Y2, children will learn to form letters with cursive lead ins.



Y3 children will learn to write with continuous cursive handwriting.

Y4-6 Children consolidate using continuous cursive handwriting.

Children identified with handwriting as an area of need will have additional provision for this and work at the necessary step.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.

EYFS and Key Stage 1:

Teachers use the Twinkl phonics to deliver daily phonic lessons. Words and spelling patterns are displayed on classroom displays for children to use. Follow-up activities are completed by the children which link to that week's focus. Within this provision there are identified groups of children who receive additional support to allow them to catch -up.

Key Stage two:

The Twinkl Spelling Scheme is used by staff to support their teaching and to provide activities that link to the weekly spellings. A different focus is covered each week, several sessions are then delivered to teach this pattern and consolidate it through a range of different tasks and activities. The words are then tested via a test at the end of the week. The statutory word lists are covered in these units over the 2 years. Children are encouraged to consider which words may be suitable for a genre and encouraged to have a go at using and spelling these in their own writing- these are identified in assessment of writing.

Those children who are not working ARE will access phonics interventions or separate spelling groups at appropriate age group for their ability.

**Writing Impact Statement:**

During their writing journey at Morton C of E Primary School, children will acquire a life-long knowledge and understanding of writing (deep learning). Over time, children will learn the skills to make them proficient writers, these include;

- reading with a writer's eye, noticing the effects a writer creates
- develop a neat and legible form of cursive, joined handwriting.
- internalising the different stages of the writing process (planning, drafting, editing, revising and proof reading their work)
- writing with a reader's eye, constantly re-reading work to check that it makes sense and that the message is effectively conveyed
- knowing how different sorts of texts are structured, so that, over time, they can create their own structures appropriate to the genre, audience and purpose
- having a secure knowledge of grammar, varying and controlling sentence structure with ease, in order to create different language effects
- being capable of writing at length while maintaining a sense of audience, purpose and organisation.



Writing at Our School

Friday 6th September 2024
L.Q. To generate adjectives to describe a setting.

Die Ben



Tower Bridge

Blue
long
ancient



London Eye

Round
White
Squacky



Buckingham Palace

Large
blue windows
White walls

Fall
yellow
Write - blue cloth

ENGLISH

Abstract Noun

harsh
deep
watery
faded
bone
bronze
olive
fawn
claret

Verb

galloped
swayed
gloated
froze
feasted
marched
petrified
gawked

Preposition

inside
out
down
over
through
middle of
toward
upon

Narrative Poetry

Compare and Contrast

Anger

Love

Power

Jealousy

Death

Crime

Money

What is the theme of this poem?

Darkness

Coming Home



By my wings and come
my heart, carry me home
from the cruel shower
cast I must be on my
way, on my way.

Out of the dark gloomy
forest, I like the bright
daylight. For the first
I will again be strong my wings beat
wings beat feet beat on.

Draw on of her line
only of her looking
for me, but I wanted
my wings, beat faster
go straight on straight
my heart steady.

Key event from 'The Garden'	Underlying pattern	Innovation - own ideas
Jenny found a stone while she was digging in the garden.	Main character (MC) finds a strange object that seems to be magical. Another character tells them more.	Tippi found a pad with clay patterns by a pond. Under her bed her father told her it was a magic pad that helped it sparkle and a maggie blue colour gilled.
What would it have been like to live here hundreds of years ago? Jenny looked at the flowers dancing.	MC thinks about what the garden would have looked like and describes where they are at the moment.	Tippi saw a rainbow stretching across the sky with happiness. In the sky was a glistering web shaping a spider climbing in and out.
Jenny slept in the tent in the garden and gripped the ground tightly. She dreamed.	MC decides to sleep and hold on to the object. They hear, see or smell something strange. When they wake up they have moved.	At midnight painted the sky hit it under a glass pot and she said her glass, drifting from down stairs and tapping on her chest.
Jenny opened the flap of her tent, the world outside had changed.	MC has found the new world and explores. Describe the new world in detail, the MC finds the owner/where it belongs.	Use Journey ideas Tippi saw a clam that was empty at the bottom of the river. She knew she had to return it's home.
The next morning when Jenny woke up, the world was not it always had been. Was it all a dream?	MC arrives back home and returns to her life. Was it all a dream?	She woke up surprised she didn't wake by glass pot it was gone was it all a dream?

Staying Out

These are the things that I like to do when I'm staying out. I like to go to the park and play football with my friends. I also like to go to the cinema and watch a movie. I like to go to the library and borrow a book. I like to go to the museum and see the exhibits. I like to go to the zoo and see the animals. I like to go to the beach and play in the sand. I like to go to the park and pick flowers. I like to go to the park and have a picnic. I like to go to the park and play on the swings. I like to go to the park and play on the slides. I like to go to the park and play on the merry-go-round. I like to go to the park and play on the carousel. I like to go to the park and play on the Ferris wheel. I like to go to the park and play on the roller coaster. I like to go to the park and play on the haunted house. I like to go to the park and play on the ghost train. I like to go to the park and play on the ghost boat. I like to go to the park and play on the ghost car. I like to go to the park and play on the ghost train. I like to go to the park and play on the ghost boat. I like to go to the park and play on the ghost car.

The opening the water was in his hands
massive blackbird swooped in
was then taken by the bird. Not again.

Edward tumbled down hill after hill, water well thinking
people he could see. "Hello, Hello, Lawrence." Then he was
in a slip Plopp he fell right in to a pond and out
slap back in a body of water, Edward long, and then
bubbles.

hundreds of all different species surrounded Edward looking intrigued get
upside down colorful pure white herons, slinky toads. The glassy ripples
obscured his sight view as he looked up at the windows and saw
sawms above the pond it was, greatly lit up was raged away as a girl
prop jumped off in gear loudly, a small, thin hand gently lifted him
all out of the water, Edward appeared to be looking straight up as
but not marginal young woman's saviour.

Dear diary...

Stalled
gigantic, burning
zile

booming explosions
unheard

Shaken
Smoky zine

hope zine gaze away soon.

goes

hoe wood



National Curriculum Expectations

Early Years

Pencil grip	Word Writing
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop and work towards a comfortable pencil grip. • Begin to use a comfortable pencil grip with good control. • Consistently use a dynamic tripod grip when drawing and writing. 	<ul style="list-style-type: none"> • Understand the link between the shape of a letter and the sound it represents. • Identify separate words in spoken sentences. • Attempt to write CVC words by identifying some of the sounds they can hear and write these down. • Correctly spell CVC words by segmenting all of the sounds and writing the corresponding letters in the correct order. • Write some simple words that contain digraphs/trigraphs. • Write longer words using phonic knowledge. • Write short phrases or captions using phonic knowledge. • Write short sentences using phonic knowledge. • Write short sentences with spaces to separate words. • Write short sentences that start with a capital letter and end with a full stop. • Reread what they have written to check it makes sense.
<p>Mark Making and Letter Formation</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand that marks have meaning and represent something. • Make their own purposeful marks and talk about their meaning. • Experiment with a variety of marks using lines, shapes and symbols. • Include letter-type shapes when mark making. • Develop an understanding of directionality. • (E.g. making marks across the page left to right) • Copy some letters from their name. • Write all the letters in their name in the correct order. • Begin to form some letters correctly. • Write each letter of the alphabet, most of which are correctly formed. • Form all lower case and capital letters correctly. • Write phrases and sentences that can be read by others. • Explore writing for a range of purposes using a variety of writing structures. • Developing fluency and accuracy when writing. 	



Key Stage 1

<u>Year 1</u>	
<p>Writing transcription</p> <p>Spelling (see English Appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Composition</p> <p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing



Year 2	
Transcription	Handwriting
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
Composition	Vocabulary, Grammar and punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



Year 3 and 4	
Transcription	Handwriting
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to • understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, • including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors. • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Year 5 &6	
Transcription	Handwriting
<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p>Handwriting and presentation Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding • whether or not to join specific letters • choosing the writing implement that is best suited for a task.
Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate • form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, • describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent



- ensuring correct subject and verb agreement when using singular and plural,
- distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately
- and appropriately in discussing their writing and reading.



Our Writing Curriculum

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hedgehogs	Phase 2 Phonics Writing each grapheme CVC words Lists Names	Phase 2/3 Phonics CVC words including digraphs and trigraphs Captions Speech bubbles	Phase 3 Phonics Storymaps Writing first sentences	Phase 4 Phonics Repeated phrases Writing more than 1 sentence. Recounts	Phase 4/5a Phonics Speech bubbles Instructions	Phase 5a Phonics Poems Information Instructions
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrels	<p>Labelling the classroom – noun hunt</p> <p>Adventure Scaredy squirrel– writing outcome lists, labels Alphabetical order – dictionaries</p> <p>Rhyming poem Humpty dumpty</p> <p>Traditional tale The Gingerbread Man (science) – own gingerbread character innovate on pattern, dialogue from a familiar story.</p>	<p>Poem – linked to first-hand experience rich vocabulary/structured Firework poems – linked to the senses, verbs</p> <p>Day the Crayons Quit – Writing outcome persuasive – <i>persuade the pens to come back, oral – persuading what is the crayon asking for?</i></p> <p>Mrs Rainbow – persuasive outcome</p> <p>Letters to Santa, Read, write perform</p>	<p>Lily and the snowman Oral instructions</p> <p>Fantasy Here Come the Aliens! – Character description – appearance – appearance Exclamation marks and adjectives.</p> <p>Beegu - Character description – appearance</p> <p>Bob the Man on the Moon, writing postcard – SPAG</p> <p>Way Back Home (Oliver Jeffers book & Literacy Shed video version) – retelling/narrator</p>	<p>Traditional Tales Billy Goats Gruff, Ugly Duckling Character description – appearance and personality <i>And – to join sentences and phrases.</i></p> <p>Little Red Hen – instructions pizza</p> <p>Trip –recount</p>	<p>Genre? Jim and the beanstalk, Jack & the Beanstalk Jack & Baked beanstalk,- Setting Jack & Jelly Beanstalk,</p> <p>Poems – Magical 10 Things in a Wizard’s Pocket,</p> <p>Discussion – who is the real villain? Should Jack be punished? Who is the hero?</p>	<p>es – fishes, seahorses, octopuses, s Sea animals info texts - chronological/information/ explanation</p> <p>Fantasy Something Fishy visual literacy video, – retelling, innovate</p> <p>Poems – structured Sound Collector – adding ing</p>



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rabbits	<p>Adjectives – Labelling London landmarks leading to s description of a London landmark. (Adjectives) Fiction – Adventure story (Focus on setting) based on Katie in London story or The Queen’s Hat (Adjectives)</p> <p>Recount of a walk in the village based on the story A Walk in London. Focus positional language. E.g next to further down the road.</p> <p>Information leaflet about Morton.</p>	<p>Poem – linked to first-hand experience rich vocabulary/structured Firework poems. Alliteration, introduce alternative colour adjectives, similes and onomatopoeia.</p> <p>Read, Write, Perform. Newspaper report based on the Great Fire of London. (Answering and writing questions – sequence of events, conjunctions.).Oral performance.</p> <p>Written instructions – based on a Christmas activity e.g decorating a gingerbread man.</p>	<p>Stories from other cultures. Lila and the Secret of Rain + Bringing the Rain to Kapiti Plain Zahra short film Literacy Shed – Setting description, repetitive text. Synonyms for hot and walked.</p> <p>Handa’s Hen + Handa’s Surprise – Comparing texts. Synonyms for looked. Change the setting of a story to a version based in England.</p> <p>The Ugly Five – Character description of a sixth animal.</p> <p>Opening scenes of the Lion King.</p>	<p>Traditional Tales Little Red Riding Hood – Character of the wolf. Alternative versions. Alternative version of the story. Revolting Rhyme, Into the Forest by Anthony Browne. Focus on story ending.</p> <p>Animal Information texts.</p> <p>Animal poems – alliteration, similes, onomatopoeia and repeating phrases. The Tiger Who Came To Tea</p>	<p>Oliver’s Fruit Salad – Write a recipe for own fruit salad. Imperative verbs, adverbs.</p> <p>Poems – ? Keep Fit by Jillian Harker Performance. Feelings Poem. Happy is...</p> <p>? Supertato</p>	<p>Traction Man is Here! Present tense text. Set up a scene to describe. Commas in lists. Cruella De Vil video clip character description. Superman short film. Superman adventure story.</p> <p>Superhero fact file</p>



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Otters	<p>Model Text -The Garden Plot Structure – Portal Story Toolkit-Setting/Openings Endings</p>	<p>Model Text – The River Unicorn Genre – Information Text (NCR)</p>	<p>Model Text - Staying Out Plot Structure -Tale of Fear Toolkit - Suspense/Action</p>	<p>Model Text: How to catch a Grass Goblin Genre – Explanation Writing (How to Trap the Iron Man)</p>	<p>Model Text - Poppy, Waldo and the Giant Plot Structure - Meeting Tale Toolkit-Character and dialogue</p>	<p>Model Text - Should boys learn cookery? Genre – Discussion</p>
	<p>Short Burst Writing- Setting description (familiar) Setting description (Unfamiliar)</p>	<p>SBW- Mythical beast SBW- Character response (1st person)</p>	<p>SBW- Suspense chapter SBW- Character response- (differing viewpoint)</p>	<p>SBW Description- zooming in (observational details)</p>	<p>SBW Character interaction (dialogue) SBW Description of 2 contrasting characters</p>	<p>SBW- Differing views on the same event (section of narrative)</p>
	<p>RE- Explanation writing linked to Hinduism- how to live a good life?</p>	<p>Art- Biography of an artist</p>	<p>Science- Information writing</p>	<p>Geography-Instructions how to keep safe during an earthquake</p>	<p>Persuasion-England is no place for a Viking</p>	<p>Discussion -Should Wolves be re-introduced into Yellowstone? Descriptive/Suspense</p>
	<p>Poetry – Looking closely poetry writing (Conkers) (Fire)</p>	<p>Poetry – Spine Poetry – Woolly Mammoths/Sabertooth</p>	<p>Metaphorical/Creative Poetry – Inside the red egg,,,</p>	<p>Figurative/Resistant Poetry – The Magic Box</p>	<p>Figurative/Senses Poetry – My dream catcher caught.</p>	<p>Poetry – She watches the world... (Wolves)</p>



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deer	<p>Fiction: Model Text -The Egyptian Cinderella Plot Structure – Rags to Riches Story Character/Setting</p>	<p>Fiction: Model Text – The Firework Maker’s Daughter extracts. Plot structure- Quest. Setting and action.</p> <p>Short burst letter from Lalchand</p>	<p>Model Text – Charlotte’s Web- by E.B. White Plot Structure – Meeting Tale Toolkit – Character and setting.</p>	<p>Model Text – Sandy Cove Pie Corbett Plot Structure -Finding Tale Toolkit – Suspense.</p>	<p>Model Text – The Miraculous Journey of Edward Tulane by Cate Dicamillo. Plot Structure - Toolkit- Openings/ endings/ suspense. Write an alternate chapter.</p>	<p>Fiction-Model text portal stories from reading. Extracts from Harry Potter and To write own portal story.</p>
	<p>Non Fiction: Model Text- Teacher model-How to build a Pyramid. Write instructions on how to Mummify a Pharaoh.</p>	<p>Short burst writing- Excitable Edgar’s story- linked to Art picture book.</p>		<p>Non- fiction- Rang Tan in My Bedroom. Discussion Persuasive leaflet on palm oil plight. Toolkit to persuade.</p>	<p>News reports- Model text- Tuesday – Picture book. Write a news report on what happened.</p>	<p>Non- fiction- NCR- to inform. Model Text –extract of Tudor information text. Pupil work as a WAGOL.</p>
	<p>Model text- Howard Carter’s diary. Same event different perspective- Water boy.</p>	<p>Poetry- Night before Christmas by Write a narrative poem on Excitable Edgars story.</p>	<p>Poetry- The Robin, Anthology of poems. Write mini anthology- Kennings, cinquains, free verse based upon animals from Charlotte’s Web</p>		<p>Poetry-Rivers- using similes and metaphors. Picture book – A River by Mae Martin.</p>	



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foxes	Fiction- baseline assessment Titanium music video narrative— Fiction- Contrasting setting descriptions. Fiction- using abstract nouns for affect. The Tree of Life—	Fiction Narrative (finding tale) Fiction	Fiction- Tales of Fear/Traditional Fairy Tale (Using dialogue) Fiction-Recount in the role of Tim or Bess, from The Highwayman.		Fiction- Dual narrative writing. The voice of the father and the daughter in The Arrival.	
		Non-Fiction- Explanation Text— Coral Reefs		Non-Fiction-Diary Writing (as Jim Jarvis in a historical setting) Non-Fiction-Persuasive writing. Work houses as a holiday escape		Non-Fiction- Non-Chronological Report text on Ancient Greece Non-Fiction-Balanced Argument—‘Should you use a life pearl?’ (Using evidence from 1000 Yr Old Boy)
	The Traveller – Walter De La Mare Archaic Text Trolley Man— Julian Stannard	Coming Home - Michael Morpurgo Poetry in the style of Coming Homer	The Highwayman – Alfred Noyes The Jabberwocky – Lewis Carroll Archaic Text Compare and contrast	Eavesdropping – Jackie Wills Poetry inspired by Jackie Wills	Instead—Brian Moses Poetry inspired by Instead	



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Badgers	<p>Stimulus – The Piano short film (War-themed) Genre– Flashback narrative Focus – Description</p>	<p>Model Text – A Monster Calls by Patrick Ness Genre – Suspense narrative Focus – Suspense/Setting (pathetic fallacy)</p>	<p>Stimulus – The Island by Armin Greder (refugees) Genre – Dual narrative Focus - Dialogue/Character</p>	<p>Stimulus – Varmints by Helen Ward Genre – Finding tale Focus – Openings/Endings</p>	<p>Stimulus - The True Story of the 3 Little Pigs! by Jon Scieszka (picture book) Genre – Warning narrative Focus - Action</p>	<p>Model Text – Hatchet by Gary Paulson Genre – Journey Focus – Opening/Endings</p>
	<p>Model Text – Diary entries (various) Genre – Recount (WW2 diary)</p>	<p>Model Text – Travel brochures (various) Genre – Persuasion (Antarctic travel brochure)</p>	<p>Model Text – Spiderwick Chronicles – The Field Guide by Tony DiTerlizzi and Holly Black Genre – Information Text (NCR)</p>	<p>Model Text – Newspaper reports (various) Genre – Newspaper report</p>	<p>Model Text – Balanced argument (various) Genre – Balanced argument (Crime and punishment)</p>	<p>Model Text - Holes by Louis Sachar Genre – Persuasion (Letter to parents)</p>
	<p>Cross-curricular writing opportunities – Air raid information leaflet</p>	<p>Letter from Father Christmas by J.R.R. Tolkien - Letter</p>	<p>Cross-curricular writing opportunities – discussion</p>	<p>Beowulf poem – speech</p>	<p>Cross-curricular writing opportunities – How the eye works explanation text</p>	<p>Cross-curricular writing opportunities – crime and punishment autobiography/biography</p>
	Poetry- War themed poems (including Haiku)		Poetry- Cautionary Tales		Poetry- Sonnet	



Writing Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling children should:	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell common exception words distinguish between homophones and near-homophones	spell further homophones spell words that are often misspelt (Appendix 1	spell further homophones spell words that are often misspelt (Appendix 1	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling children should:		Other word building spelling- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs use the prefix un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1	learning the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly show awareness of silent letters in spelling e.g. knight, write use -le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription children		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		



<p>Handwriting children should:</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these Produce recognisable letters and words to convey meaning another person can read writing with some mediation</p>	<p>form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task</p>
<p>Contexts for Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>	<p>discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>



<p>Drafting Writing children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>sequence sentences to form short narratives</p>	<p>write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence</p>	<p>organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader</p>
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Editing Writing children should:	To check written work by reading and make changes where necessary.(LIT)	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing children	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



<p>Vocabulary children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>
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Grammar children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)	use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives separate of words with spaces use sentence demarcation (. ! ?) use capital letters for names and pronoun 'I'	use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession use the present and past tenses correctly and consistently including the progressive form use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause understand and use differences in informal and formal language understand synonyms & Antonyms use further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis	use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently



Vocabulary

	Key Vocabulary (Taken from Appendix 2 Terminology) <i>To build upon from previous years</i>
EYFS	
Year 1	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Year 2	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Year 3	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Year 4	determiner pronoun, possessive pronoun adverbial
Year 5	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Year 6	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points