Writing Curriculum

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| Year 1 | Composition | Write sentences by: |
| Year 1 | Composition | Saying out loud what they are going to write about |
| Year 1 | Composition | Composing a sentence orally before writing it |
| Year 1 | Composition | Sequencing sentences to form short narratives |
| Year 1 | Composition | Re-reading what they have written to check that it makes sense |
| Year 1 | Composition | Discuss what they have written with the teacher or other pupils |
| Year 1 | Composition | Read their writing aloud clearly enough to be heard by their peers and the teacher |
| Year 1 | Handwriting | Sit correctly at a table holding a pencil comfortably and correctly |
| Year 1 | Handwriting | Begins to form lower-case letters in the correct direction starting and finishing in the right place |
| Year 1 | Handwriting | Form capital letters |
| Year 1 | Handwriting | Form digits 0-9 |
| Year 1 | Handwriting | Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these |
| Year 1 | Transcription - Spelling | Spell: |
| Year 1 | Transcription - Spelling | Common exception words |
| Year 1 | Transcription - Spelling | Spell the days of the week |
| Year 1 | Transcription - Spelling | Spells words containing each of the 40+ phonemes already taught |
| Year 1 | Transcription - Spelling | Name the letters of the alphabet: |
| Year 1 | Transcription - Spelling | Using letter names to distinguish between alternative spellings of the same sound |
| Year 1 | Transcription - Spelling | Names the letters of the alphabet in order |
| Year 1 | Transcription - Spelling | Add prefixes and suffixes: |
| Year 1 | Transcription - Spelling | Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs |
| Year 1 | Transcription - Spelling | Using the prefix un– |
| Year 1 | Transcription - Spelling | 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] |
| Year 1 | Transcription - Spelling | Apply simple spelling rules and guidance as listed in [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 1 | Transcription - Spelling | Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far |
| Year 1 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 1 | Vocabulary grammar and punctuation | Leaving spaces between words |
| Year 1 | Vocabulary grammar and punctuation | Joining words and joining clauses using ‘and’ |
| Year 1 | Vocabulary grammar and punctuation | demarcating most sentences with capital letters ad full stops and with some use of ? and ! (greater depth would be using a wider range of punctuation than this. |
| Year 1 | Vocabulary grammar and punctuation | Using a capital letter for names of people places the days of the week and the personal pronoun ‘i’ |
| Year 1 | Vocabulary grammar and punctuation | Learning the grammar for year 1 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 1 | Vocabulary grammar and punctuation | Use the grammatical terminology in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] in discussing their writing |
| Year 2 | Composition | Develop positive attitudes towards and stamina for writing by: |
| Year 2 | Composition | Writing narratives about personal experiences and those of others (real and fictional) |
| Year 2 | Composition | Writing about real events |
| Year 2 | Composition | Writing poetry |
| Year 2 | Composition | Develops positive attitudes towards and stamina for writing by writing for different purposes |
| Year 2 | Composition | Consider what they are going to write before beginning by: |
| Year 2 | Composition | Planning what they are going to write about |
| Year 2 | Composition | Writing down ideas and/or key words including new vocabulary |
| Year 2 | Composition | Makes simple additions revisions and corrections to their own writing by: |
| Year 2 | Composition | Evaluating their writing with the teacher and other pupils |
| Year 2 | Composition | Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form |
| Year 2 | Composition | Proofreading to check for errors in spelling grammar and punctuation |
| Year 2 | Composition | Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly |
| Year 2 | Composition | 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. |
| Year 2 | Composition | Read aloud what they have written with appropriate intonation to make the meaning clear |
| Year 2 | Handwriting | Form lower-case letters of the correct size relative to one another |
| Year 2 | Handwriting | Demonstrate consistent joins in their wiriting |
| Year 2 | Handwriting | Writes capital letters and digits of the correct size orientation and relationship to one another and to lower-case letters |
| Year 2 | Handwriting | Use spacing between words that reflects the size of the letters |
| Year 2 | Transcription - Spelling | spell by: |
| Year 2 | Transcription - Spelling | Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly |
| Year 2 | Transcription - Spelling | Learning 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 |
| Year 2 | Transcription - Spelling | Learning to spell common exception words |
| Year 2 | Transcription - Spelling | Learning to spell more words with contracted forms |
| Year 2 | Transcription - Spelling | Learning the possessive apostrophe (singular) [for example the girl’s book] |
| Year 2 | Transcription - Spelling | Distinguishing between homophones and near-homophones |
| Year 2 | Transcription - Spelling | Add suffixes to spell longer words including –ment –ness –ful –less –ly |
| Year 2 | Transcription - Spelling | Apply spelling rules and guidance as listed in [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 2 | Transcription - Spelling | Write from memory simple sentences dictated by the teacher that include words using the GPCs common exception words and punctuation taught so far |
| Year 2 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 2 | Vocabulary grammar and punctuation | Learning how to use both familiar and new punctuation correctly - see [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] including full stops capital letters exclamation marks question marks commas for lists and apostrophes for contracted forms and the possessive (singular) |
| Year 2 | Vocabulary grammar and punctuation | Uses capital letters full stops question marks and exclamation marks to demarcate sentences |
| Year 2 | Vocabulary grammar and punctuation | Use commas to separate items in a list |
| Year 2 | Vocabulary grammar and punctuation | Learn how to use: |
| Year 2 | Vocabulary grammar and punctuation | Sentences with different forms: statement question exclamation command |
| Year 2 | Vocabulary grammar and punctuation | Expanded noun phrases to describe and specify [for example the blue butterfly] |
| Year 2 | Vocabulary grammar and punctuation | The present and past tenses correctly and consistently including the progressive form |
| Year 2 | Vocabulary grammar and punctuation | The grammar for year 2 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 2 | Vocabulary grammar and punctuation | Some features of written standard english |
| Year 2 | Vocabulary grammar and punctuation | Uses the correct choice and consistent use of present tense and past tense throughout a written piece |
| Year 2 | Vocabulary grammar and punctuation | Constructs subordination (using when if that because) and co-ordination (using or and but) |
| Year 2 | Vocabulary grammar and punctuation | Uses the suffixes –er –est in adjectives and –ly to turn adjectives into adverbs |
| Year 2 | Vocabulary grammar and punctuation | Use and understand the grammatical terminology in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] in discussing their writing |
| Year 3 | Composition | Plan their writing by: |
| Year 3 | Composition | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar |
| Year 3 | Composition | Discussing and recording ideas |
| Year 3 | Composition | Draft and write by: |
| Year 3 | Composition | Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 3 | Composition | In non-narrative material using simple organisational devices [for example headings and sub-headings] |
| Year 3 | Composition | Organises paragraphs around a theme |
| Year 3 | Composition | In narratives creates settings characters and plot |
| Year 3 | Composition | Uses headings and sub-headings to aid presentation |
| Year 3 | Composition | Evaluate and edit by: |
| Year 3 | Composition | Assessing the effectiveness of their own and others’ writing and suggesting improvements |
| Year 3 | Composition | Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences |
| Year 3 | Composition | Proof-reads for spelling and punctuation errors |
| Year 3 | Composition | 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 |
| Year 3 | Handwriting | Use a consistently legible joined script |
| Year 3 | Handwriting | Increase the legibility consistency and quality of their handwriting [for example by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] |
| Year 3 | Transcription - Spelling | Use further prefixes and suffixes and understand how to add them - see [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 3 | Transcription - Spelling | Spell further homophones |
| Year 3 | Transcription - Spelling | Spell words that are often misspelt - see [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 3 | Transcription - Spelling | Place the possessive apostrophe accurately in words with regular plurals [for example girls’ boys’] and in words with irregular plurals [for example children’s] |
| Year 3 | Transcription - Spelling | Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| Year 3 | Transcription - Spelling | Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far |
| Year 3 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 3 | Vocabulary grammar and punctuation | Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when if because although |
| Year 3 | Vocabulary grammar and punctuation | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Year 3 | Vocabulary grammar and punctuation | Using conjunctions adverbs and prepositions to express time and cause |
| Year 3 | Vocabulary grammar and punctuation | Using fronted adverbials |
| Year 3 | Vocabulary grammar and punctuation | Learning appropriate sections of the grammar for years 3 and 4 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 3 | Vocabulary grammar and punctuation | Uses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’ |
| Year 3 | Vocabulary grammar and punctuation | Expresses time place and cause using conjunctions |
| Year 3 | Vocabulary grammar and punctuation | Indicate grammatical and other features by: |
| Year 3 | Vocabulary grammar and punctuation | Using commas after fronted adverbials |
| Year 3 | Vocabulary grammar and punctuation | Indicating possession by using the possessive apostrophe with plural nouns |
| Year 3 | Vocabulary grammar and punctuation | Using and beginning to punctuate direct speech |
| Year 3 | Vocabulary grammar and punctuation | Introduces inverted commas to punctuate direct speech |
| Year 3 | Vocabulary grammar and punctuation | Uses the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock an open box |
| Year 3 | Vocabulary grammar and punctuation | Use and understand the grammatical terminology in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] accurately and appropriately when discussing their writing and reading |
| Year 4 | Composition | Plan their writing by: |
| Year 4 | Composition | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar |
| Year 4 | Composition | Discussing and recording ideas |
| Year 4 | Composition | Draft and write by: |
| Year 4 | Composition | Composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 4 | Composition | In non-narrative material using simple organisational devices [for example headings and sub-headings] |
| Year 4 | Composition | Organises paragraphs around a theme |
| Year 4 | Composition | In narratives creates settings characters and plot |
| Year 4 | Composition | Evaluate and edit by: |
| Year 4 | Composition | Assessing the effectiveness of their own and others’ writing and suggesting improvements |
| Year 4 | Composition | Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences |
| Year 4 | Composition | Proof-reads for spelling and punctuation errors |
| Year 4 | Composition | 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 |
| Year 4 | Handwriting | Use a consistently fluent joined script |
| Year 4 | Handwriting | Increase the legibility consistency and quality of their handwriting [for example by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] |
| Year 4 | Transcription - Spelling | Use further prefixes and suffixes and understand how to add them - see [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 4 | Transcription - Spelling | Spell further homophones |
| Year 4 | Transcription - Spelling | Spell words that are often misspelt - see [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 4 | Transcription - Spelling | Place the possessive apostrophe accurately in words with regular plurals [for example girls’ boys’] and in words with irregular plurals [for example children’s] |
| Year 4 | Transcription - Spelling | Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| Year 4 | Transcription - Spelling | Writes from memory simple sentences dictated by the teacher that include words and punctuation taught so far |
| Year 4 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 4 | Vocabulary grammar and punctuation | Extending the range of sentences with more than one clause by using a wider range of conjunctions including: when if because although |
| Year 4 | Vocabulary grammar and punctuation | Using the present perfect form of verbs in contrast to the past tense |
| Year 4 | Vocabulary grammar and punctuation | Using conjunctions adverbs and prepositions to express time and cause |
| Year 4 | Vocabulary grammar and punctuation | Learning the grammar for years 3 and 4 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 4 | Vocabulary grammar and punctuation | Uses fronted adverbials |
| Year 4 | Vocabulary grammar and punctuation | Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Year 4 | Vocabulary grammar and punctuation | Uses standard English forms for verb inflections instead of local spoken forms |
| Year 4 | Vocabulary grammar and punctuation | Indicate grammatical and other features by: |
| Year 4 | Vocabulary grammar and punctuation | Using commas after fronted adverbials |
| Year 4 | Vocabulary grammar and punctuation | Indicating possession by using the possessive apostrophe with plural nouns |
| Year 4 | Vocabulary grammar and punctuation | Using and punctuating direct speech |
| Year 5 | Composition | Plan their writing by: |
| Year 5 | Composition | Noting and developing initial ideas drawing on reading and research where necessary |
| Year 5 | Composition | In writing narratives considering how authors have developed characters and settings in what pupils have read listened to or seen performed |
| Year 5 | Composition | Identifies the audience for and purpose of the writing |
| Year 5 | Composition | Selects the appropriate form and uses other similar writing as models for their own |
| Year 5 | Composition | draft and write by: |
| Year 5 | Composition | Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning |
| Year 5 | Composition | In narratives describing settings characters and atmosphere and integrating dialogue to convey character and advance the action |
| Year 5 | Composition | Précising longer passages |
| Year 5 | Composition | Using a wide range of devices to build cohesion within and across paragraphs |
| Year 5 | Composition | Describes settings characters and atmosphere |
| Year 5 | Composition | Uses further organisational and presentational devices to structure text and to guide the reader (eg headings bullet points underlining) |
| Year 5 | Composition | evaluate and edit by: |
| Year 5 | Composition | Assessing the effectiveness of their own and others’ writing |
| Year 5 | Composition | Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning |
| Year 5 | Composition | Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register |
| Year 5 | Composition | Ensures the consistent and correct use of tense throughout a piece of writing |
| Year 5 | Composition | Proof-reads for spelling and punctuation errors |
| Year 5 | Composition | Perform their own compositions using appropriate intonation volume and movement so that meaning is clear |
| Year 5 | Handwriting | Write legibly fluently and with increasing speed |
| Year 5 | Transcription - Spelling | Use further prefixes and suffixes and understand the guidance for adding them |
| Year 5 | Transcription - Spelling | Spell some words with ‘silent’ letters [for example knight psalm solemn] |
| Year 5 | Transcription - Spelling | Continue to distinguish between homophones and other words which are often confused |
| Year 5 | Transcription - Spelling | 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 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 5 | Transcription - Spelling | Use dictionaries to check the spelling and meaning of words |
| Year 5 | Transcription - Spelling | Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary |
| Year 5 | Transcription - Spelling | Use a thesaurus |
| Year 5 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 5 | Vocabulary grammar and punctuation | Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms |
| Year 5 | Vocabulary grammar and punctuation | Using passive verbs to affect the presentation of information in a sentence |
| Year 5 | Vocabulary grammar and punctuation | Using the perfect form of verbs to mark relationships of time and cause |
| Year 5 | Vocabulary grammar and punctuation | Using expanded noun phrases to convey complicated information concisely |
| Year 5 | Vocabulary grammar and punctuation | Using relative clauses beginning with who which where when whose that or with an implied (ie omitted) relative pronoun |
| Year 5 | Vocabulary grammar and punctuation | Learning appropriate parts of the grammar for years 5 and 6 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 5 | Vocabulary grammar and punctuation | Indicates degrees of possibility using adverbs (eg perhaps surely) or modal verbs (eg might should will must) |
| Year 5 | Vocabulary grammar and punctuation | Indicate grammatical and other features by: |
| Year 5 | Vocabulary grammar and punctuation | Using hyphens to avoid ambiguity |
| Year 5 | Vocabulary grammar and punctuation | Using brackets dashes or commas to indicate parenthesis |
| Year 5 | Vocabulary grammar and punctuation | Using semicolons colons or dashes to mark boundaries between independent clauses |
| Year 5 | Vocabulary grammar and punctuation | Using a colon to introduce a list |
| Year 5 | Vocabulary grammar and punctuation | Punctuating bullet points consistently |
| Year 5 | Vocabulary grammar and punctuation | Uses commas to clarify meaning or avoid ambiguity |
| Year 5 | Vocabulary grammar and punctuation | Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) |
| Year 5 | Vocabulary grammar and punctuation | Uses devices to build cohesion within a paragraph (eg then after that this firstly) |
| Year 5 | Vocabulary grammar and punctuation | Use and understand the grammatical terminology in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] accurately and appropriately in discussing their writing and reading |
| Year 6 | Composition | Plan their writing by: |
| Year 6 | Composition | Noting and developing initial ideas drawing on reading and research where necessary |
| Year 6 | Composition | In writing narratives considering how authors have developed characters and settings in what pupils have read listened to or seen performed |
| Year 6 | Composition | Identifies the audience for and purpose of the writing |
| Year 6 | Composition | Selects the appropriate form and uses other similar writing as models for their own |
| Year 6 | Composition | draft and write by: |
| Year 6 | Composition | Selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning |
| Year 6 | Composition | In narratives describing settings characters and atmosphere and integrating dialogue to convey character and advance the action |
| Year 6 | Composition | Précising longer passages |
| Year 6 | Composition | Using a wide range of devices to build cohesion within and across paragraphs |
| Year 6 | Composition | Uses further organisational and presentational devices to structure text and to guide the reader (eg headings bullet points underlining) |
| Year 6 | Composition | Can describe settings characters and atmosphere |
| Year 6 | Composition | evaluate and edit by: |
| Year 6 | Composition | Assessing the effectiveness of their own and others’ writing |
| Year 6 | Composition | Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning |
| Year 6 | Composition | Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register |
| Year 6 | Composition | Ensures the consistent and correct use of tense throughout a piece of writing |
| Year 6 | Composition | Proof-reads for spelling and punctuation errors |
| Year 6 | Composition | Perform their own compositions using appropriate intonation volume and movement so that meaning is clear |
| Year 6 | Handwriting | Write legibly fluently and with increasing speed |
| Year 6 | Handwriting | Able to use different script for emphasis |
| Year 6 | Transcription - Spelling | Use further prefixes and suffixes and understand the guidance for adding them |
| Year 6 | Transcription - Spelling | Spell some words with ‘silent’ letters [for example knight psalm solemn] |
| Year 6 | Transcription - Spelling | Continue to distinguish between homophones and other words which are often confused |
| Year 6 | Transcription - Spelling | 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 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] |
| Year 6 | Transcription - Spelling | Use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary |
| Year 6 | Transcription - Spelling | Use a thesaurus |
| Year 6 | Vocabulary grammar and punctuation | Uses dictionaries to check the spelling and meaning of words |
| Year 6 | Vocabulary grammar and punctuation | Develop their understanding of the concepts set out in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] by: |
| Year 6 | Vocabulary grammar and punctuation | Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms |
| Year 6 | Vocabulary grammar and punctuation | Using the perfect form of verbs to mark relationships of time and cause |
| Year 6 | Vocabulary grammar and punctuation | Using expanded noun phrases to convey complicated information concisely |
| Year 6 | Vocabulary grammar and punctuation | Using modal verbs or adverbs to indicate degrees of possibility |
| Year 6 | Vocabulary grammar and punctuation | Using relative clauses beginning with who which where when whose that or with an implied (ie omitted) relative pronoun |
| Year 6 | Vocabulary grammar and punctuation | Learning the grammar for years 5 and 6 in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] |
| Year 6 | Vocabulary grammar and punctuation | Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) |
| Year 6 | Vocabulary grammar and punctuation | Uses the passive voice to affect the presentation of information in a sentence (eg ‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken (by me)’ |
| Year 6 | Vocabulary grammar and punctuation | Indicate grammatical and other features by: |
| Year 6 | Vocabulary grammar and punctuation | Using commas to clarify meaning or avoid ambiguity in writing |
| Year 6 | Vocabulary grammar and punctuation | Using hyphens to avoid ambiguity |
| Year 6 | Vocabulary grammar and punctuation | Using brackets dashes or commas to indicate parenthesis |
| Year 6 | Vocabulary grammar and punctuation | Using semicolons colons or dashes to mark boundaries between independent clauses |
| Year 6 | Vocabulary grammar and punctuation | Uses the colon to introduce a list |
| Year 6 | Vocabulary grammar and punctuation | Punctuates bullet points to list information |
| Year 6 | Vocabulary grammar and punctuation | Can use layout devices such as headings sub-headings columns bullets or tables to structure text |
| Year 6 | Vocabulary grammar and punctuation | Use and understand the grammatical terminology in [[English appendix 2 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf]] accurately and appropriately in discussing their writing and reading |
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