



## Esher Church School – Progression of skills in Writing

EYFS

- Use phonic knowledge to write words in ways that match their spoken sounds.
- Write some irregular common words.
- They write simple sentences that can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Handwriting: dots, straight lines and crosses; circles: waves; loops and bridges; joined straight lines; angled patterns; eights; spirals; left to write orientation; mix of patterns and review of patterns. Introduce and practise long legged giraffe letters: l, i, t, u, j, y; Introduce and practise one armed robot letters: r, b, n, h, m, k, p; introduce and practise curly caterpillar letters: c, a, d, o, s, g, q, e, f; introduce and practise zig-zag monster letters: z, v, w, x

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Writing transcription: - spelling</b>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding – s or –es as the plural marker for nouns and</li> <li>• the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• 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]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near homophones</li> <li>• add suffixes to spell longer words, including – ment, –ness, –ful, – less, – ly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)</li> <li>• Revise prefix ‘un-’ Teach prefix ‘dis-’ (<i>disappoint, disagree, disobey</i>)</li> <li>• Practise prefix ‘dis-’ Apply prefix ‘un-’</li> <li>• <b>Strategies at the point of writing:</b> Have a go Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (<i>vein</i>), ‘eigh’ (<i>eight</i>), ‘aigh’ (<i>straight</i>) or ‘ey’ (<i>they</i>)</li> <li>• Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</li> <li>• Revise</li> <li>• <b>Year 2 prefixes and suffixes</b></li> <li>• Prefixes ‘mis-’ and ‘re-’</li> <li>• The /ɪ/ sound spelt ‘y’</li> <li>• Proofreading</li> <li>• Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin)</li> <li>• <b>Revise/Teach</b></li> <li>• <b>From Year 2:</b> suffixes ‘-ness’ and ‘-ful’ following a consonant</li> <li>• Prefixes ‘sub-’ and ‘tele-’ From Year 2: apostrophe for contraction</li> <li>• Prefixes ‘super-’ and ‘auto-’</li> <li>• Words with the /k/ sound spelt ‘ch’ (Greek in origin)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for learning words:</b> words from statutory spelling list</li> <li>• Words ending /zə/</li> <li>• <b>From Year 2:</b> possessive apostrophe with singular proper nouns</li> <li>• Homophones (<i>peace/piece, main/mane, fair/fare</i>)</li> <li>• <b>Strategies for learning words:</b> words from statutory and personal spelling lists</li> <li>• words from statutory list learnt previously</li> <li>• <b>Strategies at the point of writing:</b> Have a go</li> <li>• Proofreading</li> <li>• Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’</li> <li>• Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’</li> <li>• Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)</li> <li>• The /g/ sound spelt ‘gu’</li> <li>• Words with endings sounding like /tʃə/ spelt ‘-ture’</li> <li>• Possessive apostrophe with plurals</li> <li>• Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</li> <li>• Proofreading</li> <li>• Prefixes ‘anti-’ and ‘inter-’</li> <li>• Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revise Strategies at the point of writing:</b> Have a go</li> <li>• Words with the letter string ‘ough’</li> <li>• Words with ‘silent’ letters</li> <li>• Use of spelling journals for etymology</li> <li>• Words ending in ‘-able’ and ‘-ible’</li> <li>• Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</li> <li>• <b>Strategies for learning words:</b> words from statutory and personal spelling lists</li> <li>• <b>Revise/Teach</b></li> <li>• <b>From previous years:</b> plurals (adding ‘-s’, ‘-es’ and ‘-ies’)</li> <li>• Revise</li> <li>• <b>From previous years:</b> apostrophe for contraction and possession</li> <li>• Use of the hyphen</li> <li>• Proofreading, focusing on checking words from personal lists</li> <li>• Using a dictionary to support learning word roots, derivations and spelling patterns</li> <li>• Using dictionaries to create word webs</li> <li>• <b>Strategies at the point of writing:</b> building new words from known morphemes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revise/Learn words from statutory word lists,</b></li> <li>• Words ending ‘-able’/ ‘-ably’, and ‘-ible’/ ‘-ibl’</li> <li>• Adding suffixes beginning with vowels to words ending in ‘-fer’ y’</li> <li>• SATS practice</li> <li>• Proofreading in smaller chunks (sentences, paragraphs)</li> <li>• Homophones (‘ce’/ ‘se’)</li> <li>• <b>Strategies for learning words:</b> words from personal spelling lists</li> <li>• Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’</li> <li>• Spelling learning from this term</li> <li>• Words with ‘ough’ letter string</li> <li>• <b>Strategies for learning words:</b> words from statutory and personal spelling lists</li> <li>• Words ending ‘-cial’ and ‘-tial’</li> <li>• Proofreading someone else’s writing</li> <li>• Generating words from Prefixes</li> <li>• <b>Strategies for learning words:</b> words from statutory and personal spelling lists</li> <li>• Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)</li> </ul>

			<p><b>Revise</b></p> <ul style="list-style-type: none"> <li>•Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</li> <li>•Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>•Suffix '-ly'</li> </ul> <p><b>Revise</b></p> <p><b>From Year 2:</b> Apostrophes for contractions</p> <ul style="list-style-type: none"> <li>•Rare GPCs (/ɪ/ sound)</li> </ul> <p><b>Revise</b></p> <p><b>From Years 1 and 2:</b> vowel digraphs</p> <ul style="list-style-type: none"> <li>•The /ʌ/ sound spelt 'ou'</li> <li>•Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)</li> <li>•Proofreading</li> </ul>	<p>'-tion' and '-ssion'</p> <ul style="list-style-type: none"> <li>•Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>•Endings that sound like /ʒən/ spelt 'sion'</li> <li>•Apostrophes for possession, including singular and plural</li> <li>•Homophones Suffix '-ous'</li> <li>•Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</li> <li>•4 Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</li> </ul>	<p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <ul style="list-style-type: none"> <li>•Words ending in '-ably' and '-ibly'</li> <li>•Homophones (<i>led/lead, steel/steal, alter/altar</i>)</li> <li>•Proofreading: checking from another source after writing</li> <li>•Building words from root words</li> <li>•Words with the /i:/ sound spelt 'ei'</li> </ul> <p><b>Strategies at the point of writing:</b> using etymological/morphological strategies for spelling</p> <ul style="list-style-type: none"> <li>•Proofreading for words on statutory list</li> <li>•Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</li> <li>•Proofreading: use of dictionary to check words referring to first three or four letters</li> </ul> <p><b>Strategies for learning words:</b> problem Suffixes</p> <p><b>Revise</b></p> <p><b>Spelling aspects from Year 5 that are not secure</b></p>	<ul style="list-style-type: none"> <li>•<b>Strategies for learning words:</b> rare GPCs from statutory word list</li> <li>•<b>Strategies at the point of writing:</b> Have a go</li> <li>•Words ending in 'ant', '-ance' and '-ancy'</li> <li>•Proofreading own writing independently</li> <li>•Revise</li> <li>•Root words and meaning</li> <li>•Words ending '-ent', '-ence' and '-ency'</li> <li>•Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</li> </ul>
<p><b>Writing Transcription: Handwriting</b></p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</li> </ul>	<ul style="list-style-type: none"> <li>•Introducing a diagonal join from p and b to ascender (ph, pl, bl) no ascender (bu, bi, be, pu, pi, pe)</li> <li>•Introducing diagonal join from p and b to an</li> </ul>	<p>Introducing sloped writing in letter families</p> <p><b>Practising sloped writing:</b> Diagonal join to ascender (th, sh, nb, nd, ht, st)</p>	<ul style="list-style-type: none"> <li>•<b>Develop style for speed:</b> crossbar join t-th, ti, tr, tn, ta, tt</li> <li>•Looping: g –gl, gi, gr, ga, gg</li> <li>•Looping from f</li> <li>•Different joins to s</li> </ul>

<p>correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>•Practise long legged giraffe letters, writing words with ll, and introducing capital long legged giraffe letters Repeat for one armed robot, curly caterpillar and zig-zag monster letters.</p> <ul style="list-style-type: none"> <li>•Writing words with double: ff, ss and zz</li> <li>•Mixing all the letter families</li> <li>•Practising: All capital letters All numbers 0-9 Long vowel phonemes Vowels with adjacent consonants</li> <li>•Writing words with ck and qu</li> <li>•Numbers 10-20: spacing</li> <li>•Practising unjoined: ch, ai, wh, ow</li> <li>•Introducing diagonal joins to ascender and no ascender ch, ai</li> </ul>	<p>strokes needed to join letters and</p> <ul style="list-style-type: none"> <li>• understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <ul style="list-style-type: none"> <li>•Practising diagonal joins to ascender: th ch</li> <li>•Practising diagonal joins no ascender: ai, ay, ar, er, l</li> <li>•Practising horizontal joins to ascender: wh oh</li> <li>•Practising horizontal joins, no ascender: ow,ou</li> <li>•Introducing and practising diagonal join to: e, ie, ew</li> <li>•Introducing and practising horizontal join to e: oe, ve</li> <li>•Introducing and practising: ee</li> <li>•Practising diagonal join, no ascender: le</li> <li>•Writing number to 100</li> <li>•Practising diagonal joins to anti-clockwise letters: ea, igh, dg, ng</li> <li>•Horizontal joins to anti-clockwise letters: oo, oa wa, wo</li> </ul>	<p>another, are best left un-joined</p> <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <ul style="list-style-type: none"> <li>•Practising joining through a word in stages: no ascenders or descenders: parallel ascenders</li> <li>•Introducing from s: To ascender (sh, sl, st, sk) No ascender (sw, si, se, sm, sn, se, su) To an anticlockwise letter (sa, sc, sd, sg, so, sq)</li> <li>•Introducing joining from r to an ascender (rb, rh, rk, rl, rt)</li> <li>To an anticlockwise letter (ra, rd, rg, ro) To e (are, ere, ure, ore, ire) Introducing break letters: g, j, w, f, b, p, x, z</li> <li>•Introducing joining: to f (if, ef, af, of) From f to an ascender (fl, ft) From f no ascender (fe, fi, fu, fr, fy) From f to an anticlockwise letter (fo, fa)</li> <li>•Introducing ff, rr, ss, qu</li> </ul> <p><b>Revising:</b></p>	<p>anticlockwise letter (pa, po, ps, ba, bo, bs)</p> <ul style="list-style-type: none"> <li>•Revising parallel ascenders and descenders (bb, pp)</li> <li>•Break letters (x z)</li> <li>•Spacing between letters and spacing between words</li> <li>•Common exceptions words</li> <li>•Consistent size of letters</li> <li>•Relative size of capitals</li> <li>•Speed and fluency</li> <li>•Proportion of letters</li> <li>•Print alphabet: presentation</li> <li>•Capital letters: presentation</li> </ul>	<p>Diagonal join no ascender (ai, ay, kn, er, ie, en) Diagonal join to an anticlockwise letter (ac, sc, bo, da, ea, ho) Horizontal join to ascender (wh, wl, oh, ol, of, ob) Horizontal join no ascender (oi, oy, ou, op, ve) Horizontal join to an anticlockwise letter (oo, oa, wa, wo, va, vo) Joining from r (ra, re, ri, ro, ru) Joining from s (sh, su, sc, sl, sw, sp)</p> <ul style="list-style-type: none"> <li>•Practising sloped writing proportion – joining from f to ascender (fl, ft)</li> <li>•Practising sloped writing size - joining from f no ascender (fa, fe, fi, fo, fu)</li> </ul> <ul style="list-style-type: none"> <li>•Different styles for different purposes: writing a paragraph</li> </ul> <ul style="list-style-type: none"> <li>•Practising sloped writing: speed (ff) Speed and legibility (rr) Size proportion and spacing (ss) Building speed (qu)</li> </ul> <ul style="list-style-type: none"> <li>•Different styles for different purposes: decorative alphabets</li> </ul> <ul style="list-style-type: none"> <li>•Sloped writing: proportion, joining p and b to ascenders (ph, pl, bl)</li> </ul>	<ul style="list-style-type: none"> <li>•Looping from b</li> <li>•Joining from v,w,x z</li> </ul> <p><b>Importance of:</b></p> <ul style="list-style-type: none"> <li>•consistent sizing, proportion,</li> <li>•Spacing</li> <li>•Consistent sizing of parallel ascenders and descenders</li> <li>•Closed and open letters</li> <li>•Pen breaks in longer words</li> <li>•Choice of handwriting tools</li> </ul> <p><b>•Handwriting for different purposes:</b> fast joined and print letters, note making, print letters for personal details; presentation; decorated capitals; layout; handwriting patterns.</p>
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	<ul style="list-style-type: none"> <li>●Introducing horizontal joins to ascender and no ascender wh ow</li> </ul>	<ul style="list-style-type: none"> <li>●Introducing and practising mixed joins for 3 letters: air, oor, our, ing</li> <li>●Building on diagonal joins to ascender: ck, al, el, at, il, ill</li> <li>●Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip</li> <li>●Building on horizontal join to ascender: ok, ot, ob, ol</li> <li>●Building on horizontal join no ascender: oi, oy, on, op, ov</li> <li>●Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, aj</li> <li>●Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</li> <li>●Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</li> <li>●Practising joining: ed, ing Capitals</li> </ul>	<ul style="list-style-type: none"> <li>●Parallel ascenders and descenders</li> <li>●Letter spacing</li> <li>●Spacing between words</li> <li>●Consistency of size</li> <li>●Fluency</li> <li>●Parallel ascenders and descenders</li> <li>●Horizontal join from r to an anti-clockwise letter <i>rs</i></li> <li>●Break letters and capitals</li> </ul>		<ul style="list-style-type: none"> <li>●<b>Handwriting for different purposes:</b> joining from p and b no ascender (bu, bi, pe, pu, pi, pr)</li> <li>●<b>Practising sloped writing:</b> Parallel down strokes (pp, bb) All double letters For seed (tial, cial) For fluency Personal style</li> <li>●<b>Handwriting for different purposes:</b> print alphabet Capitals</li> </ul>	
<p><b>Writing composition</b></p>	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form</li> </ul> <p><b>Practising</b> short narratives re-reading what they have written to check that it makes sense</p>	<p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for t their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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</li> </ul>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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</li> </ul>	<p>have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary</p> <ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p>	<ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
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					<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<p><b>Writing – vocabulary, grammar and punctuation</b></p>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>•Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> </ul>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>•Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>•Formation of adjectives using suffixes such as –ful, –less (A fuller list of</li> </ul>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>•Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</li> <li>•Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for</li> </ul>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>•The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was,</li> </ul>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>•Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul> <p><b>Sentence</b></p>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word:T</b></p> <ul style="list-style-type: none"> <li>•the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> </ul>

<ul style="list-style-type: none"> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences Joining words and joining clauses using and</li> </ul> <p><b>Text:</b></p> <p>Sequencing sentences to form short narratives</p> <p><b>Punctuation:</b></p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> <li>• Capital letters for names and for the personal pronoun I</li> </ul> <p><b>Terminology:</b></p> <p>for pupils' letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <ul style="list-style-type: none"> <li>• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul> <p><b>Text:</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation:</b></p>	<p>example, a rock, an open box]</p> <ul style="list-style-type: none"> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Headings and sub-headings to aid presentation</li> <li>• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech English - Appendix 2: Vocabulary, grammar and punctuation</li> <li>• Year 3: Detail of content to be introduced (statutory requirement)</li> </ul>	<p>or I did instead of I done]</p> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use of commas after fronted adverbials</li> </ul> <p><b>Terminology for pupils:</b></p> <p>determiner pronoun, possessive pronoun adverbial</p>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Terminology for pupils:</b></p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<ul style="list-style-type: none"> <li>• How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)].</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as if I were or were they to come in some very formal writing and speech]</li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul> <p><b>Punctuation:</b></p>
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	<ul style="list-style-type: none"> <li>●Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>●Commas to separate items in a list</li> <li>●Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul> <p><b>Terminology for pupils:</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p><b>Terminology for pupils:</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>			<ul style="list-style-type: none"> <li>●Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>●Use of the colon to introduce a list and use of semi-colons within lists</li> <li>●Punctuation of bullet points to list information</li> <li>●How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><b>Terminology:</b> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
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