



**YEAR 1      WRITING**

SPELLING	HANDWRITING	COMPOSITION	VOCABULARY, PUNCTUATION & GRAMMAR
<ul style="list-style-type: none"> <li>● name the letters of the alphabet in order</li> <li>● use letter names to distinguish between alternative spellings of the same sound</li> <li>● use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>● use the prefix un–</li> <li>● use –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>● spell the days of the week</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>● sit correctly at a table, holding a pencil comfortably and correctly</li> <li>● begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <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)</li> </ul>	<ul style="list-style-type: none"> <li>● say out loud what they are going to write about</li> <li>● compose a sentence orally before writing it</li> <li>● sequence sentences to form short narratives</li> <li>● re-read what they have written to check that it makes sense</li> <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>	<ul style="list-style-type: none"> <li>● leave spaces between words</li> <li>● join words and joining clauses using <i>and</i></li> <li>● begin to punctuate sentences using a capital letter and a full stop</li> <li>● begin to use question marks and/or exclamation marks</li> <li>● use a capital letter for the personal pronoun ‘I’</li> <li>● using a capital letter for names of people, places, and the days of the week</li> <li>● use the grammatical terminology in English Appendix 2 in discussing their writing: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></li> </ul>



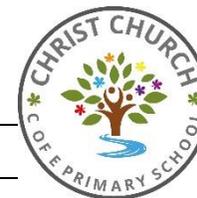
**YEAR 2 WRITING**

SPELLING	HANDWRITING	COMPOSITION	VOCABULARY, PUNCTUATION & GRAMMAR
<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones</li> <li>• spell common exception words</li> <li>• spell more words with contracted forms</li> <li>• use the possessive apostrophe (singular)</li> <li>• distinguish between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</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>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters</li> <li>• understand which letters 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>• develop positive attitudes towards and stamina for writing by:</li> <li>• write narratives about personal experiences and those of others (real and fictional)</li> <li>• write about real events</li> <li>• write poetry</li> <li>• write for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• plan or say out loud what they are going to write about</li> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> <li>• evaluate their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-read to check for errors in spelling, grammar and punctuation</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear make simple additions, revisions and corrections to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• use both familiar and new punctuation correctly including: <i>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i></li> <li>• recognise sentences with different forms: statement, question, exclamation, command</li> <li>• expand noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• use the present and past tenses correctly and consistently</li> <li>• use subordination (<i>when, if, that, because</i>)</li> <li>• use co-ordination (<i>or, and, but</i>)</li> <li>• recognise some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i></li> </ul>



**LOWER KS2 (Y3 & Y4)      WRITING**

SPELLING	HANDWRITING	COMPOSITION	VOCABULARY, PUNCTUATION & GRAMMAR
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters</li> <li>• understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting <u>For example:</u> 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>• discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discuss and record their ideas</li> <li>• compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organise paragraphs around a theme</li> <li>• in narrative writing, create settings, characters and plot</li> <li>• in non-narrative writing, use simple organisational devices [e.g. headings and sub-headings]</li> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <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>	<ul style="list-style-type: none"> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• use conjunctions, adverbs and prepositions to express time and cause</li> <li>• use commas after fronted adverbials</li> <li>• indicate possession by using the possessive apostrophe with plural nouns</li> <li>• use and punctuate direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> <p><b>Year 3:</b> <i>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i></p> <p><b>Year 4:</b> <i>determiner, pronoun, possessive pronoun, adverbial</i></p>



**UPPER KS2 (Y5 & Y6)      WRITING**

SPELLING	HAND-WRITING	COMPOSITION	VOCABULARY, PUNCTUATION & GRAMMAR
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• choose which shape of a letter to use when given choices</li> <li>• decide whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• identify the audience and purpose of the writing</li> <li>• select the appropriate form and use other similar writing as models for their own</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, consider how authors have developed characters and settings</li> <li>• select appropriate grammar and vocabulary</li> <li>• understand how such choices can change and enhance meaning</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue to convey character and advance the action in a story</li> <li>• summarise longer passages</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• distinguish between the language of speech and writing, choose 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>	<ul style="list-style-type: none"> <li>• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• use passive verbs to affect the presentation of information in a sentence</li> <li>• use the perfect form of verbs to mark relationships of time and cause</li> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• use modal verbs or adverbs to indicate degrees of possibility</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• use commas to clarify meaning or avoid ambiguity in writing</li> <li>• use hyphens to avoid ambiguity</li> <li>• use brackets, dashes or commas to indicate parenthesis</li> <li>• use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• use a colon to introduce a list</li> <li>• punctuate bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading:</li> </ul> <p><b>Year 5:</b> <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p> <p><b>Year 6:</b> <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>