



# English at Grove Church of England Primary

Revised 2026

## LONG TERM PLAN

***“One child, one teacher, one book, one pen can change the world.” Malala Yousafzai***

### **Statement of Intent**

**By the end of Year 6, we aspire for children at Grove CE Primary School to:**

- develop a rich and varied vocabulary, alongside a secure understanding of grammar and the linguistic conventions of writing, reading and spoken language
- appreciate and draw inspiration from our rich and varied literary heritage in their own writing
- write clearly, accurately and coherently, adapting language, tone and style for a range of purposes, audiences and contexts
- use discussion to develop and refine ideas, enabling them to plan, shape and improve their writing
- communicate effectively through speaking and listening, supporting their ability to articulate and present ideas in writing
- express opinions, articulate feelings and craft thoughtful written responses to a range of fiction and non-fiction texts, using appropriate technical vocabulary
- develop a curiosity about words and their meanings, building an increasingly sophisticated vocabulary for both spoken and written expression
- engage with and understand a wide range of text types and genres, using these as models for their own writing
- write confidently in a variety of forms and styles, demonstrating clear awareness of audience and purpose
- use imagination, creativity and critical thinking to produce original and engaging pieces of writing
- apply grammar, punctuation and spelling conventions accurately and effectively in their written work
- present writing neatly and effectively, taking pride in the quality and impact of their work
- understand and experience the enjoyment, creativity and personal expression that writing can bring

# Implementation

## **Speaking and Listening**

We value the need to be able to ‘say it’ before we can ‘write it’. Children also have opportunities to internalise speaking patterns (sentence construction within the text) and use those structures to then go on and write independently. In addition, they have ‘hook days’ as part of their teaching sequence where they have opportunities to express their thoughts and ideas about relevant topics. We believe that this approach not only improves speaking and listening, but also significantly broadens pupils’ spoken and ultimately written vocabulary. In addition, we provide opportunities for children to develop speaking and listening in a broader sense, including school council elections, performing poetry and year group productions (which are performed to parents).

## **Writing**

High-quality texts sit at the heart of each unit and are carefully chosen to inspire writing. Learning begins with an engaging hook, typically over one lesson, where children are immersed in the text through activities such as exploring key objects or images, unpicking important phrases, using “mystery” or “feely” boxes, listening to music, debating ideas, or examining a random page to generate questions. Children may also study the book’s cover and blurb to form predictions and deepen curiosity.

From the outset, audience and purpose are introduced and revisited throughout the unit. Children consider who they are writing for—real or imagined—and why they are writing, such as to entertain, persuade, inform, discuss or surprise. They explore how these choices shape language and impact the reader.

Model texts (WAGOLs) are then analysed over a dedicated lesson. Children compare examples, evaluating which are most effective and why, and how writers achieve their intended purpose. They identify similarities and differences between texts, discuss authorial choices, and examine the effect on the reader. High-quality examples are closely analysed, with key features highlighted and evaluated.

Over the following lessons, children explore the structure and language of texts in greater depth. Through discussion, they develop understanding of vocabulary, organisation and authorial techniques. Opportunities for short, focused writing tasks are embedded, alongside identifying key structural features at both paragraph and whole-text level.

Success criteria are then developed across several lessons, focusing on the key skills required for the unit, such as formal language, cohesive devices, expanded noun phrases, fronted adverbials and dialogue. Each feature is explicitly linked to its effect on the reader, ensuring children understand not just how to write, but why these choices matter.

Children then generate and organise their own ideas through discussion and note-taking, before moving on to planning. A range of planning approaches are used, including boxing-up, story maps, story mountains, bullet points and mind maps, supporting children in structuring their writing effectively.

Drafting takes place over one or more lessons, allowing children to write at length and apply the skills they have developed. This is followed by a structured editing process, where children review and improve their work. Feedback is tailored by year group, ranging from verbal guidance in

Key Stage 1 to coded marking in Key Stage 2, enabling children to independently identify and correct errors, refine detail and improve sentence quality.

Finally, writing is published when there is a clear and meaningful purpose, reinforcing the importance of audience and giving value to the completed piece.

### **Handwriting**

Children in EYFS and Key Stage 1 follow the RWI programme for handwriting, focusing on correct letter formation and finger spacing. In key stage 2, we focus on all children joining in a cursive fashion. We believe fluent handwriting is an essential skill required by all children. We believe that high expectations in handwriting not only raises standards in presentation, but also develops confidence, enabling the pupil to focus on the composition of what they are writing as opposed to the transcription skill.

### **Spelling and Grammar**

Spelling is a crucial component of the writing process and is taught through a clear, structured approach across the school. At Grove CE Primary School, spelling and grammar are taught both discretely and within English lessons, ensuring that children develop a secure understanding of spelling conventions alongside meaningful opportunities to apply them in context.

Discrete lessons focus on key spelling patterns, rules and statutory word lists, enabling children to build confidence and accuracy over time. These skills are then reinforced and embedded within writing lessons, where children are expected to apply their knowledge independently across a range of genres and purposes.

We place a strong emphasis on understanding how words work, including morphology and etymology, to support children in making informed spelling choices. Regular opportunities for practice, revision and application ensure that spelling becomes an integral part of the writing process, leading to greater fluency, accuracy and confidence in written work

## **Impact**

The impact on our children is clear: progress, sustained learning and transferable skills. The implementation of the writing journey is well established throughout each Key Stage. As children progress through the school, they become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Children leave equipped with the essential skills of Speaking and Listening as well as Writing, enabling them to fulfil their potential at secondary school and beyond. We hope that as children move on from Grove C of E, they further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

## Writing Curriculum – EYFS to Year 6

Foundation Stage Oak Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Supporting Stories	The Colour Monster Ruby's Worry Same but different too Super Duper Me! SuperTato Superpoop! SuperWorm Lost in the Toy Museum Dogger Starting school books The Scarecrow's Wedding	Funny Bones Owl Babies The Owl Who Was Afraid Of the Dark Look Up! How To Catch A Star Aliens Love Underpants You Must Bring A Hat Happy Birthday Jesus	Lost And Found The Emperors Egg Poles Apart The Magic Paintbrush Twinkl Dragons in the City Mulan	Mr Wolf's Pancakes 3 Little Pigs Goldilocks and the Three Bears 3 Billy Goats Gruff Jack and the Beanstalk Magic Porridge Pot Anansi stories	On The Farm- from egg to chicken Farmer Duck Handa's Surprise Actual Size Rumble in the Jungle Commotion in the Ocean Rainbow Fish The Enormous Crocodile Tiddler The Wonky Donkey Oi Frog	Prehistoric Actual Size Dinosaur Roar 10 Little Dinosaurs The Dinosaur that Pooped... The Lighthouse Keeper's Lunch Where The Wild Things Are The Giant Jam Sandwich Granny's Magic Bag and The Pirates
Writing Outcomes	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Write some of their name.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write captions</li> <li>• Write initial and end sounds.</li> <li>• Begin to write CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Story maps</li> <li>• CVC captions and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Letter writing, lists, menus, retell stories</li> <li>• Use finger spaces between words.</li> <li>• Write a simple sentence using phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Red word spelling</li> <li>• Some words spelt correctly, some phonetically plausible</li> <li>• Read writing to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Red word spelling</li> <li>• My writing can be read by others.</li> </ul>

Writing Progression	<ul style="list-style-type: none"> <li>• Initial sounds, captions</li> <li>• Fine motor activities, hand strengthening</li> </ul>	<ul style="list-style-type: none"> <li>• Initial sounds and end sounds, captions, dictated captions</li> <li>• Finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Missing middle sounds</li> <li>• Dictated sentences</li> <li>• Capital letters, finger spaces, full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce handwriting sheets with sun, boat and sea letters</li> <li>• Own ideas for sentences</li> <li>• Capital letters, finger spaces, full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Model handwriting sheets with sun, boat and sea letters</li> <li>• Capital letters, finger spaces, full stop</li> <li>• Read own writing back</li> </ul>	<ul style="list-style-type: none"> <li>• Model precursive handwriting sheets with sun, boat and sea letters</li> <li>• Capital letters, finger spaces, full stop</li> <li>• Read own writing back</li> </ul>
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**Physical development:**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, Develop the foundations of a handwriting style, which is fast, accurate and efficient.

**Communication and Language:**

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Literacy:**

Read individual letters by saying sounds for them.

Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic program.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.


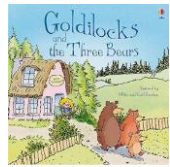

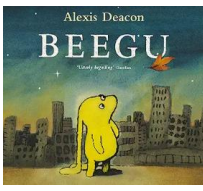

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.


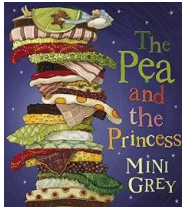
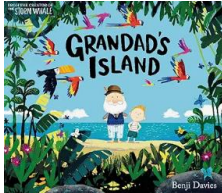
Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.


Year 1 Willow Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	I Want My Hat Back by Jon Klassen 	Traditional Tales - Goldilocks and the Three Bears 	Good Little Wolf by Nadia Shireen 	Beegu by Alexis Deacon 		Recount of Wildlife Park visit 
Audience and Purpose	To entertain	To inform	To inform	To inform		To inform
Skills Taught (Exploring structure / Success criteria)	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p>

	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>	<p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', 'ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>
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Outcome	<p>Speech bubbles as a two-way conversation.</p> <p>Perform a rap with rhythm.</p> <p>Questions to match a picture</p> <p>Letter to Rabbit</p>	<p>Character descriptions.</p> <p>Create wanted posters for Goldilocks</p>	<p>Write New Year Resolutions</p> <p>Describe the Big bad Wolf using the prefix 'un'</p> <p>Thought bubbles</p> <p>Write a friendship recipe.</p> <p>Write a certificate</p>	<p>Create draw and label a monster from your imagination.</p> <p>Sentences including adjectives to describe their monsters.</p> <p>Write labels and captions.</p> <p>Adjectives to describe.</p> <p>Acting out the story.</p> <p>Sequencing the story.</p> <p>Speech bubbles.</p> <p>Wanted poster</p> <p>Persuasive letter to the teacher</p>		<p>Write a recount of our class trip to Cotswold Wildlife Park.</p>
Text 2	<p>On Sudden Hill by Benji Davis</p> 	<p>The Pea and The Princess by Millie Grey</p> 	<p>Grandad's Island by Benji Davies</p> 			
Audience and Purpose	To entertain	To inform	To entertain			


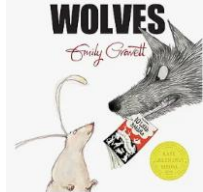
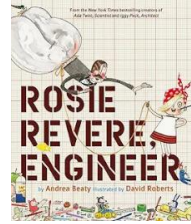
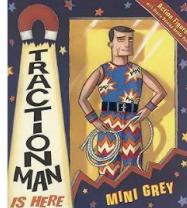


<p>Skills Taught (Exploring structure / Success criteria)</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by</p>	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks, exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by</p>
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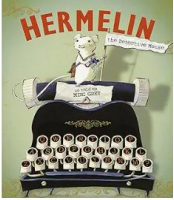


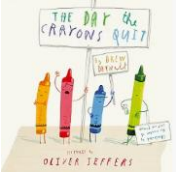
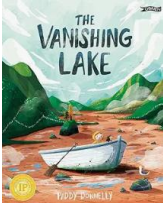
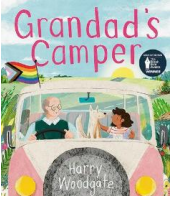

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Outcome	<p>Sentences using 'and' and 'because'.</p> <p>Speech bubbles.</p> <p>Thought bubbles.</p> <p>Lists using bullet points.</p> <p>Labels</p>	<p>Persuasive advertisement for a new princess</p>	<p>Write a postcard. Setting/character and animal description</p>			

Text 3	Funny Bones by Janel and Allan Ahlberg 		Little Red Reading Hood by Lucy Rowland 			
Audience and Purpose	To entertain		To inform			
Skills Taught (Exploring structure / Success criteria)	<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks,</p>		<p>With support, begin to understand the reason for writing and intended audience</p> <p>Sequence sentences to form a short narrative</p> <p>Sequence sentences so they make sense</p> <p>With support, read work aloud and check it makes sense</p> <p>Join words and clauses together using 'and'</p> <p>Demarcate many sentences in their writing with capital letters and full stops</p> <p>Use other punctuation (question marks,</p>			

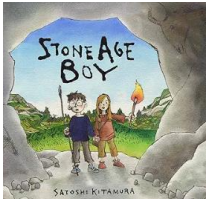
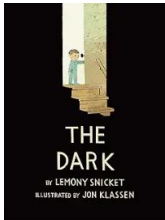

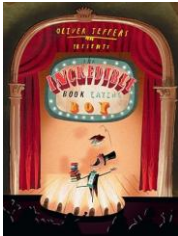

	<p>exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>		<p>exclamation mark) sometimes.</p> <p>Use capital letters for names of people, places, the days of week and the personal pronoun 'I'.</p> <p>Write grammatically accurate sentences.</p> <p>Segment spoken words into phonemes and represent these by graphemes spelling some words correctly and making phonetically plausible attempts at others.</p> <p>Spell many common exception words.</p> <p>Use the prefix 'un' and 'ing', ed', 'est', 's', 'es' appropriately.</p> <p>Sit correctly at a table, holding pencil correctly and comfortably.</p> <p>Form lower case letters correctly, in the correct direction.</p> <p>Form capital letters.</p>			
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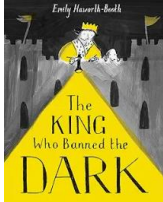
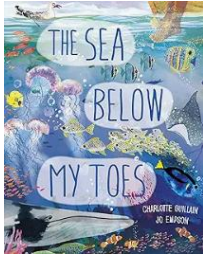



	Leave spaces between words.		Leave spaces between words.			
Outcome	Write a short book review  Write speech bubbles.  Write labels.  Write a character profile.		A telling off for Wolf! Oral then written.  Warning note to other librarians.  Book review			

Year 2 MapleClass	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	A Walk in London Salvatore Rubbino 	Wolves by Emily Gravett 	Rosie Revere, Engineer by Andrea Beaty 	Traction Man by Mini Grey 	The Bear and The Piano by David Litchfield 	Malala's Magic Pencil by Malala Yusufzai 
Audience and Purpose	To inform Visitors to Grove	To inform Reception children	To inform Potential purchasers	To entertain KS1 children	To inform City people in story	To inform Future Year 2 children
Skills Taught (Exploring structure / Success criteria)	- capital letters for proper nouns - question sentences - question marks - command sentences - expanded noun phrases - present tense - suffix -ful	- statement sentences - expanded noun phrases - subordinating conjunctions	- conjunctions - sentence types - adjectives - expanded noun phrases - possessive apostrophes	- adjectives - punctuation - commas in a list - expanded noun phrases - adverbs	- conjunctions - adjectives - adverbs - contractions - questions - exclamations	- possessive apostrophes - conjunctions - past and present tense

Outcome	Children to write a travel guide of different landmarks around Grove.	Children to write an information leaflet to display in the library next to books about wolves.	Children to write an advert for their invention.	Children to write a new adventure for Traction Man to go on.	Children to write an advertisement for a performance by the bear.	Children to write a biography for Malala Yusufova.
Text 2	Hermelin by Mini Grey 	The Lonely Christmas Tree by Chris Naylor-Ballesteros 	The Building Boy by Ross Montgomery 	The Day the Crayons Quit by Drew Daywalt 	The Vanishing Lake by Paddy Donnelly 	Grandad's Camper by Harry Woodgate 
Audience and Purpose	To inform The school community	To entertain Year One children	To entertain Ross Montgomery (the author)	To inform Mrs Jenkins	To entertain KS1 children	To entertain KS1 children
Skills Taught (Exploring structure / Success criteria)	- question sentences - question marks - possessive apostrophes - capital letters for proper nouns - expanded noun phrases	- Coordinating conjunctions - Adverbs - Personification - Expanded noun phrases	- adjectives - expanded noun phrases - suffixes er & est	- adjectives - commas in a list - expanded noun phrases - sentence types - contractions	- expanded noun phrases - commas in a list - conjunctions - question types - present tense	- expanded noun phrases - past tense - questions
Outcome	Children to write a 'Missing' poster for a classroom object	Children to write rewrite the poem as a story.	Children to write a detailed setting description.	Children to write a letter from another item of classroom stationery.	Children to write an alternative version of the story.	Children to write a sequel story.
Text 3	Little Red by Bethan Woolvin 					
Audience and Purpose	To entertain KS1 children					

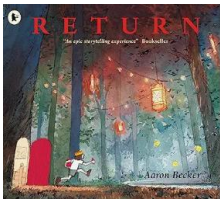




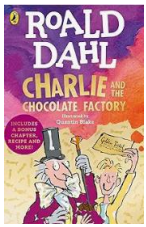
Skills Taught (Exploring structure / Success criteria)	- subordinating conjunction 'because' - expanded noun phrases - vocabulary choices					
Outcome	Children to write a continuation of the story					

Year 3 Sycamore Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	Stone Age Boy by Satoshi Kitamura 	The Dark by Lemony Snicket 	The Secret of Black Rock by Joe Tod- Stanton 	The Incredible Book Eating Boy by Oliver Jeffers 	Escape from Pompeii by Christina Balit 	Various Non-Fiction : Volcanoes 
Audience and Purpose	To entertain For children	To persuade and inform For parents	To entertain To persuade	To entertain	Year 3 – to entertain	To inform Year 2 pupils
Skills Taught (Exploring structure / Success criteria)	To know how to use inverted commas to punctuate direct speech To know whether to use a/an To know how to use apostrophes for possession and contraction (Y2) To know how to use the present and past tense (Y2)	To know how to express time, place and cause using prepositions [for example, before, after, during, in, because of] prepositions To know how to use inverted commas to punctuate direct speech To know how to use apostrophes of possession	To know how to express time, place and cause using: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• prepositions</li> </ul>	To know how to use inverted commas to punctuate direct speech To know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To know how to form nouns using a range of	To know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To know how to use fronted adverbials with a comma To know how to express time, place and cause using prepositions [for	To know how to use paragraphs as a way to group related material, with headings and sub- headings To know how to use a wider range of conjunctions (including when, if, because, although) To know how to use fronted adverbials with a comma

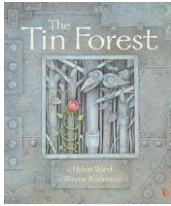
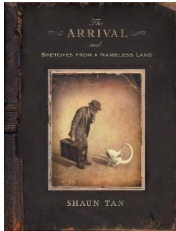
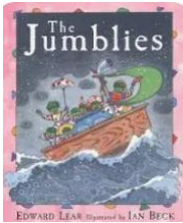
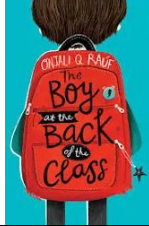
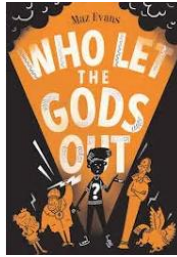
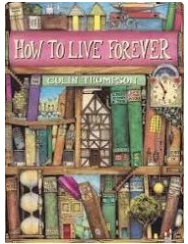
	To know how to use paragraphs to group related material To know how to describe simple settings and characters and outline a coherent simple plot			prefixes (for example super-, anti-, auto-)	example, before, after, during, in, because of]	To know how word families are based on common words, showing how words are related in form and meaning.
Outcome	Write a time-slip narrative	Write a piece of advice for parents.	Write a persuasive speech	Write a superpower story	Setting Description Eye-witness narrative of Pompeii explosion	Write a non-chronological report and online non-fiction book about volcanoes/ a lost thing
Text 2	The Dot by Peter H Reynolds 	The King that Banned the Dark by Emily Haworth-Booth 	The Sea Below my Toes by Charlotte Guillain 	Advertisements 	Museum information 	The Lost Thing by Shaun Tan 
Audience and Purpose	To entertain and to learn and perform a poem by heart	To inform	To inform	To persuade	Visitors	Y3 – to entertain
Skills Taught (Exploring structure / Success criteria)	To know how to use commas in a list To know how to use the present perfect form of verbs instead of the simple past To know elements of poetry including repeated patterns and alliteration	Inverted commas to punctuate direct speech Expressing time, place and cause using: conjunctions [for example, when, before, after, while, so, because],	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] Use of a/an according to whether the next word begins with a consonant or vowel Word families based on common words,	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Expressing time, place and cause using: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• prepositions</li> </ul> Paragraphs as a way to group related material Headings and sub-headings	Inverted commas to punctuate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

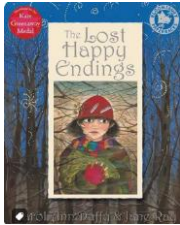

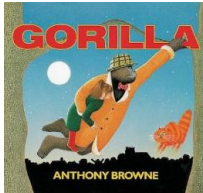
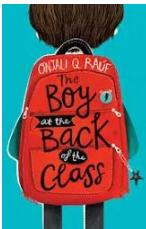
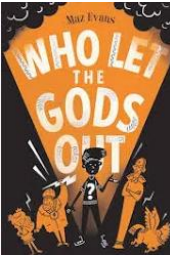
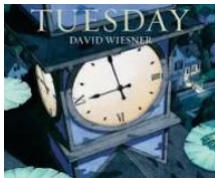
	To identify words and phrases that spark interest in the reader To use poetic devices including similes, metaphors and descriptive language	adverbs [for example, then, next, soon, therefore]	showing how words are related in form and meaning. Paragraphs as a way to group related material Headings and sub-headings			Use expanded noun phrases and similes to describe Use present and past tense accurately, with some use of the present perfect form in contrast to the simple past tense use apostrophes for contraction and singular possession, mostly accurately use conjunctions, prepositions and adverbs to express time and cause
Outcome	Write a poem including metaphors	News report for the adults in the story	Write a fact-file about a sea creature	Snack advertisement	Recount of museum trip	Setting and character descriptions

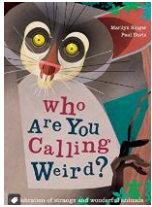


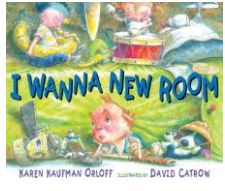

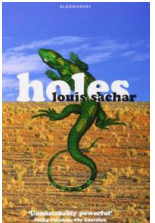
Year 4 Chestnut Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	Journey by Aaron Becker 	Iron Man by Ted Hughes 	Leon and the Place Between by Grahame Baker-Smith 	The creature (Video by Surfers against sewage) 	Marcy and the Riddle of the Sphinx by Joe Todd Stanton 	Charlie and the Chocolate Factory by Roald Dahl 
Audience and Purpose	To entertain: to send to the author about what we think will happen next. We will send this to the author.	To inform – the villagers	To entertain: to write a story for year 2	To inform: children in Y6	To entertain: children in Y3	To persuade- Cadburys world

Skills Taught (Exploring structure / Success criteria)	Speech Writing to explain- how things work/ move. Fronted adverbials Verbs	Paragraphs Description Tense Plural and possessive apostrophes	Description Feelings/empathy Paragraphs Editing Noun Phrases Time connectives	Range of non-fiction Organise writing into paragraphs Maintain accurate tense Use of nouns to avoid repetition Sequencing (time adverbials)	Dialogue Description Adverbials Expanded noun phrases Conjunctions Complex sentences Punctuation	Expanded noun phrases Rhetorical questions Paragraphs Exaggerated and emotive language
Outcome	Chn to write a continuation predicting the sequel	To the villager about how to support the Iron Man (how to look after him)	Chn to write/ change the ending of a story.	Children write a recount of the creature to explain pollution and what it is doing to creatures in the ocean.	Chn to write a journey/description based on the text	writing a letter to Cadburys world to ask for a free trip like Charlie.
Text 2	Return by Aaron Becker 	Iron Man by Ted Hughes 	Alice in Wonderland by Lewis-Carroll 	The creature (Video by Surfers against sewage) 	Marcy and the Riddle of the Sphynx by Joe Todd Stanton- Chn to write a sequel for the story. 	Charlie and the Chocolate Factory by Roald Dahl 
Audience and Purpose	To entertain - Year 3 to show my old teachers my new writing.	To inform - writing to the villagers from the story	To Entertain – for children	To explain – children in Y4	To entertain- People who love adventure stories.	To entertain – for children
Skills Taught (Exploring structure / Success criteria)	Adverbs Prediction Fronted adverbials Sentence starters Direct speech Paragraphs Description Verbs	Time connectives Chronological order Conjunctions/past tense Superlatives in description Closing statement	Description Feelings/empathy Paragraphs Editing Noun Phrases Time connectives	First-person voice emotive vocabulary paragraphing varied sentence types	Fronted adverbials Descriptive language Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases	Fronted adverbials Descriptive language Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases

Outcome	Story based on the book	Recount of the story	Write/change the ending of the story	Diary entry from the creature's perspective	Write a sequel for the story	Write what happened to the children after the factory
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Year 5 Silver Birch Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	Tin Forest by Helen Ward 	The Arrival by Shaun Tan 	The Jumblies by Edward Lear 	The Boy at the Back of the Class by Onjali Q. Rauf 	Who Let the Gods Out by Maz Evans 	How to Live Forever by Colin Thompson 
Audience and Purpose	To inform For children	To persuade For Shaun Tan	To entertain For the whole school	To inform For new pupils to school	To inform For children	To entertain For Children
Skills Taught (Exploring structure / Success criteria)	To know how to use relative clauses with brackets, dashes or commas To know how to use sentence openers To know how to use technical vocabulary To know how to use cohesive devices To know how to use expanded noun phrases To know how to use modal verbs	To know how to use persuasive language To know how to use modal verbs To know how to use commas to clarify meaning To know how to use adverbs of possibility	Articulation Expression and Intonation Engaging body language Adjusting pace	Relative clauses with brackets, dashes or commas Adverbial sentence starters Colons	Mood and atmosphere Pathetic fallacy Setting description Cohesive devices	Character description Setting description Dialogue Relative clauses in different positions
Outcome	Chn write a non-chron report about a new creature.	Chn write a letter to Shaun Tan to persuade him to write a new book based on their chosen character.	Chn learn and perform the poem by heart.	Chn write an information text about the school.	Chn write a setting description.	Chn write a prequel.

Text 2	The Lost Happy Endings by Carol Ann Duffy 	Flood by Alvaro F Villa 	Gorilla by Anthony Browne 	The Boy at the Back of the Class by Onjali Q Rauf 	Who Let the God's Out by Maz Evans 	Tuesday by David Weisner 
Audience and Purpose	To entertain For Y2	To entertain	To entertain For children	To persuade For The King	To entertain For Max Evans	To inform For children
Skills Taught (Exploring structure / Success criteria)	To know how to make verb choices To know how to use dialogue To know how to use adverbials To know elements of a Fairytale (hero, villain, royalty, other family members, magical creatures/objects) To know how to describe a setting To know how to describe a character	To know how to use relative clauses with brackets, dashes or commas To know how to use modal verbs To use commas to clarify meaning	Conveying emotions Vocabulary choices Relative clauses with brackets, dashes or commas Commas to clarify meaning	Use formal language Conjunctive adverbials Cohesive devices Relative clauses with brackets, dashes or commas	To know how to make verb choices To know how to use dialogue To know how to use adverbials To know elements of a Fairytale (hero, villain, royalty, other family members, magical creatures/objects) To know how to describe a setting To know how to describe a character	Commas to clarify meaning Subordinate clauses in different places Adverbs of possibility Recognise and interpret emotions
Outcome	Write a story with a twist ending	Write the story for the wordless book	Write a story about a birthday wish not quite coming true	Write a formal letter to the King to persuade him to come to the May Fayre	Re-write chapter 7 from the alternative focus of Prisoner 42	Write a diary entry as a character from the story

Year 6 Beech Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text 1	Who Are You Calling Weird? by Marilyn Singer Paul Daviz 	The Day the War Came By Nicola Davis and Rebecca Cobb 	The True Story of the Three Little Pigs by Jon Scieszka 	I Want a New Room by Karen Kaufman Orloff 	Welcome to Wantage and Grove (various websites) 	Holes by Louis Sachar 
Audience and Purpose	Parents (sharing assembly) To entertain, to intrigue, to inform	Year 3 To entertain	Year 1 To entertain	Mrs Millward and Mrs Leon To persuade	New residents to Wantage and Grove To inform, to inspire	Amazon To inform. to evaluate
Skills Taught (Exploring structure / Success criteria)	<ul style="list-style-type: none"> <li>Sentence types: simple, compound, complex</li> <li>Structure: introduction, how to hook the reader through different starting paragraphs</li> <li>Paragraphs: effective ways of conveying information</li> <li>Hypophora (rhetorical questions and answers)</li> <li>Colon and semi-colon to separate two clauses</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating clauses</li> <li>Character description</li> <li>Setting description</li> <li>Creating atmosphere</li> <li>Adverbial sentence starters</li> <li>Ellipsis</li> <li>Speech/dialogue</li> <li>Editing</li> </ul>	<ul style="list-style-type: none"> <li>First-Person Pronouns</li> <li>Sentence Variety</li> <li>Causal Conjunctions</li> <li>Fronted Adverbials</li> <li>Informal and Conversational Language</li> <li>Modal Verbs</li> <li>Adverbs of Manner and Degree</li> <li>Rhetorical Questions - Directly involves the reader</li> <li>Expanded Noun Phrases</li> <li>Cohesive Devices</li> <li>Editing</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive words and phrases</li> <li>Exaggeration</li> <li>Rule of three</li> <li>Multiclaue sentences</li> <li>Editing</li> </ul>	<ul style="list-style-type: none"> <li>Write for a clear audience with a purpose</li> <li>The correct structure for your chosen piece of writing</li> <li>Paragraphs</li> <li>Describe setting</li> <li>Describe character</li> <li>Describe atmosphere</li> <li>Use dialogue to advance the action</li> <li>Varying sentence lengths with different grammatical structures</li> <li>Conjunctions</li> <li>Adverbials of time</li> <li>Adverbials of place</li> </ul>	<ul style="list-style-type: none"> <li>Write for a clear audience with a purpose</li> <li>The correct structure for your chosen piece of writing</li> <li>Paragraphs</li> <li>Describe setting</li> <li>Describe character</li> <li>Describe atmosphere</li> <li>Use dialogue to advance the action</li> <li>Varying sentence lengths with different grammatical structures</li> <li>Conjunctions</li> <li>Adverbials of time</li> <li>Adverbials of place</li> </ul>



	<ul style="list-style-type: none"> <li>• Describe character</li> <li>• Describe atmosphere</li> <li>• Use dialogue to advance the action</li> <li>• Varying sentence lengths with different grammatical structures</li> <li>• Conjunctions</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• Pronouns</li> <li>• Synonyms for commonly used words</li> <li>• Modal verbs</li> <li>• Consistent verb tense</li> <li>• Range of punctuation</li> <li>• Spelling</li> <li>• Joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Informative and descriptive details</li> <li>• Cohesive devices</li> <li>• Commas</li> <li>• Editing</li> </ul>		<ul style="list-style-type: none"> <li>• Describe character</li> <li>• Describe atmosphere</li> <li>• Use dialogue to advance the action</li> <li>• Varying sentence lengths with different grammatical structures</li> <li>• Conjunctions</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• Pronouns</li> <li>• Synonyms for commonly used words</li> <li>• Modal verbs</li> <li>• Consistent verb tense</li> <li>• Range of punctuation</li> <li>• Spelling</li> <li>• Joined handwriting</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe character</li> <li>• Describe atmosphere</li> <li>• Use dialogue to advance the action</li> <li>• Varying sentence lengths with different grammatical structures</li> <li>• Conjunctions</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• Pronouns</li> <li>• Synonyms for commonly used words</li> <li>• Modal verbs</li> <li>• Consistent verb tense</li> <li>• Range of punctuation</li> <li>• Spelling</li> <li>• Joined handwriting</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe character</li> <li>• Describe atmosphere</li> <li>• Use dialogue to advance the action</li> <li>• Varying sentence lengths with different grammatical structures</li> <li>• Conjunctions</li> <li>• Adverbials of time</li> <li>• Adverbials of place</li> <li>• Pronouns</li> <li>• Synonyms for commonly used words</li> <li>• Modal verbs</li> <li>• Consistent verb tense</li> <li>• Range of punctuation</li> <li>• Spelling</li> <li>• Joined handwriting</li> <li>• Editing</li> </ul>
Outcome	Edit and improve the report about an unusual animal	Instructions for a chosen activity	Spoken outcome	Recount Thank You Letter	Book Review for Holes	Letter to Miss Blake as a leaving gift

## Progression in Writing

	Year 1	Year 2	Year 3
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</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 1 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>distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and 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</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <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>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>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<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’ and to practise these</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 and 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>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>

<b>Contexts for Writing</b>		<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>	<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> </ul>
<b>Planning Writing</b>	<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> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<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 (headings &amp; subheadings)</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<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>• proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>
<b>Grammar</b> (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>

	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>separation of words with spaces</li> <li>sentence demarcation (. ! ?)</li> <li>capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>sentence demarcation</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul>	
<b>Punctuation</b> (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech (i.e. Inverted commas)</li> </ul>
<b>Grammatical Terminology</b>	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</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, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</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, as listed in Appendix 1</li> </ul>	<b>Phonic &amp; Whole word spelling</b>
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<b>Other word building spelling</b>
<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>			<b>Transcription</b>

<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 another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p><b>Handwriting</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> </ul>	<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>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<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>• 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>Contexts for Writing</b></p>
<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<p><b>Planning Writing</b></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</li> </ul>	<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</li> </ul>	<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</li> </ul>	<p><b>Drafting Writing</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>• proofread for spelling and punctuation errors</li> </ul>	<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> </ul>	<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> </ul>	<p><b>Editing Writing</b></p>

	<ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>proofread for spelling and punctuation errors</li> </ul>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <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>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<b>Performing Writing</b>
<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>using fronted adverbials</li> <li>difference between plural and possessive -s</li> <li>Standard English verb inflections (I did vs I done)</li> <li>extended noun phrases, including with prepositions</li> <li>appropriate choice of pronoun or noun to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>converting nouns or adjectives into verbs</li> <li>verb prefixes</li> <li>devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; Antonyms</li> <li>further cohesive devices such as grammatical connections and adverbials</li> <li>use of ellipsis</li> </ul>	<b>Grammar</b> (edited to reflect content in Appendix 2)
<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list/punctuating bullet points consistently</li> </ul>	<b>Punctuation</b> (edited to reflect content in Appendix 2)
<b>determiner, pronoun, possessive pronoun, adverbial</b>	<b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b>	<b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b>	<b>Grammatical Terminology</b>