

Whole School Writing Progression Pathway

RECEPTION

Terms	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Experiment with mark making. Begin to make marks with meaning. Start to mark marks to represent letters. Copy letters and start to form them correctly.	Use a capital letter for their name consistently.		Form letters correctly, understanding some letters are tall and some letters are small. Remember to leave finger spaces when writing.		Starting to use a capital letter at the start of a sentence.
Spelling	Sound out the correct sounds phonetically to build a word. With support, start to spell words containing each of the phonemes taught so far.	Spell their own name correctly.	Spell words containing each of the phonemes taught so far with increasing independence.		Spell some known Red Words correctly.	
Composition	Start to say out loud what they are going to write about breaking down the letters in each word with support.		Say out loud what they are going to write about, breaking down the letters in each word with increasing independence.	Say out loud what they are going to write about and begin to write this independently form simple sentences or phrases.	Talk about where the sentence begins and ends, with support. Understand the difference between a fragment and a sentence. Orally compose a simple poem as a group. With support, start to re-read writing to check if it makes sense.	Share their writing with other children. Compose a sentence using a fragment.
Vocabulary, Punctuation and Grammar		Use a capital letter for their name Discuss describing words for objects in the environment; shells, stones, plants, mini-beasts Use describing words for characters in stories in discussions		talk about actions; know some 'doing' words which describe actions e.g. <i>I am jumping</i> begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	Write simple phrases or simple sentences which are phonetically plausible and can be partly understood. Start to understand what a question is and recognise a question mark. Start to use some describing words in writing.	Start to use a capital letter and full stop in sentences. orally use adverbs such as carefully, quickly, gently learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
Text type	Children are in the mark making stage and are encouraged to write through play and child led activities.	Fictional Stories : The Fish Who Could Wish Handa's Surprise Owl Babies We're Going on a Bear Hunt The Three Billy Goats Gruff The Jolly Postman at Christmas	Fictional Stories : The Very Hungry Caterpillar Little Red Riding Hood The Gruffalo	Non-Fiction Text: My Encyclopaedia of Very Important Animals Individual fact books (minibeasts and transport) Fictional Stories : What the ladybird heard Jack and the Beanstalk Supertato	The Tiger Who Came to Tea Oliver's Vegetables	Michale Rosen's Chocolate Cake & other poems Poems Out Loud Seaside Poem (Toe by Toe and Senses Poems)

Year 1

	Autumn	Spring	Summer																														
Handwriting	<p>With support:</p> <p>Some letters are correctly formed and orientated, including lower case, capital letters and digits.</p> <p>Some spaces are left between words, although inconsistently.</p> <p>Most letters sit on the line, sometimes with guidance.</p> <p>Capital letters formed correctly for own name and the personal pronoun 'I'.</p> <p>Begin to use the diagonal strokes needed for joining.</p> <p>Sit correctly at a table.</p> <p>Begin to hold a pencil comfortably and correctly.</p>	<p>With increasing independence:</p> <p>Some letters are correctly formed and orientated, including lower case, capital letters and digits.</p> <p>Some spaces are left between words, although inconsistently.</p> <p>Most letters sit on the line, sometimes with guidance.</p> <p>Capital letters formed correctly for own name and the personal pronoun 'I'.</p> <p>Capital letters formed correctly for some names of people, places and the days of the week</p> <p>Begin to use the diagonal strokes needed for joining.</p> <p>Sit correctly at a table.</p> <p>Begin to hold a pencil comfortably and correctly.</p>	<p>Most letters are correctly formed and orientated, including lower case, capital letters and digits.</p> <p>Capital letters formed correctly and appropriately, relative to lower case letters.</p> <p>Capital letters formed correctly for some names of people, places and the days of the week</p> <p>Spaces between words are appropriate in size.</p> <p>Most letters sit on the line correctly.</p> <p>Begin to use the diagonal strokes needed for joining.</p> <p>Sit correctly at a table.</p> <p>Begin to hold a pencil comfortably and correctly.</p>																														
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">ay</td> <td rowspan="10" style="text-align: center; vertical-align: middle;">Recap Set 2 Speed Sounds</td> <td style="padding: 2px;">ea</td> <td rowspan="10" style="text-align: center; vertical-align: middle;">Set 3 Speed Sounds</td> </tr> <tr><td style="padding: 2px;">ee</td></tr> <tr><td style="padding: 2px;">igh</td></tr> <tr><td style="padding: 2px;">ow</td></tr> <tr><td style="padding: 2px;">oo and oo</td></tr> <tr><td style="padding: 2px;">or</td></tr> <tr><td style="padding: 2px;">or</td></tr> <tr><td style="padding: 2px;">air</td></tr> <tr><td style="padding: 2px;">i</td></tr> <tr><td style="padding: 2px;">ou</td></tr> <tr><td style="padding: 2px;">oy</td></tr> <tr> <td style="padding: 2px;">are</td> <td rowspan="6" style="text-align: center; vertical-align: middle;">Set 3 Speed Sounds</td> <td style="padding: 2px;">ew</td> <td rowspan="6" style="text-align: center; vertical-align: middle;">Set 3 Speed Sounds</td> </tr> <tr><td style="padding: 2px;">ur</td></tr> <tr><td style="padding: 2px;">er</td></tr> <tr><td style="padding: 2px;">ow</td></tr> <tr><td style="padding: 2px;">ai</td></tr> <tr><td style="padding: 2px;">oa</td></tr> <tr> <td style="padding: 2px;">ire</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">Set 3 Speed Sounds</td> <td style="padding: 2px;">tious/cious</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">Set 3 Speed Sounds</td> </tr> <tr><td style="padding: 2px;">ear</td></tr> <tr><td style="padding: 2px;">ure</td></tr> <tr><td style="padding: 2px;">tion</td></tr> </table> <p>Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.</p> <p>Spell words containing each of the phonemes taught so far.</p> <p>Spell some common exception words in the YR 1 spelling appendix.</p> <p>Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.</p> <p>Name most letters of the alphabet; know some letter sequences in alphabetical order.</p>	ay	Recap Set 2 Speed Sounds	ea	Set 3 Speed Sounds	ee	igh	ow	oo and oo	or	or	air	i	ou	oy	are	Set 3 Speed Sounds	ew	Set 3 Speed Sounds	ur	er	ow	ai	oa	ire	Set 3 Speed Sounds	tious/cious	Set 3 Speed Sounds	ear	ure	tion	<p>Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.</p> <p>Spell words containing each of the phonemes taught so far.</p> <p>Spell some common exception words in the YR 1 spelling appendix.</p> <p>Recognise and understand what a compound word is.</p> <p>Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.</p> <p>Begin to name the letters of the alphabet in order.</p>	<p>Write from memory, simple dictated sentences containing the GPCs and words taught so far.</p> <p>Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</p> <p>Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.</p> <p>Spell most common exception words in the YR 1 spelling appendix.</p> <p>Recognise and spell a set of simple compound words.</p> <p>Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</p> <p>Name the letters of the alphabet in order.</p>
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Composition	<p>With support:</p> <p>Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.</p> <p>Attempt to write to the task.</p> <p>Write simple phrases and sentences to form narratives based on real or fictional experiences.</p> <p>Orally compose and write simple poems, usually as a group.</p> <p>With support, re-read writing to check it makes sense.</p> <p>Discuss own writing with others; make simple changes where suggested</p>	<p>With increasing independence:</p> <p>Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.</p> <p>Attempt to write to the task.</p> <p>Write simple phrases and sentences to form narratives based on real or fictional experiences.</p> <p>Orally compose and write simple poems, usually as a group.</p> <p>With support, re-read writing to check it makes sense.</p> <p>Discuss own writing with others; make simple changes where suggested</p>	<p>Compose sentences orally before writing; talk about where the sentence begins and ends.</p> <p>Attempt to write appropriately to the task.</p> <p>Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</p> <p>Compose orally and write simple poems.</p> <p>Re-read writing to check it makes sense</p> <p>Discuss own writing with others; make simple changes where suggested.</p>																														

Vocabulary, Punctuation and Grammar	<p>With support:</p> <p>Write phrases, simple sentences or sentence-like structures, which can be partly understood.</p> <p>Often use 'and' to join words and clauses.</p> <p>Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.</p> <p>Talk about question marks and exclamation marks; begin to know their purpose</p> <p>Use a capital letter for their name and for the personal pronoun 'I'.</p> <p>With prompting, include adjectives to describe something.</p> <p>Begin to use some features of Standard English, with prompting.</p> <p>know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i></p> <p>use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i></p> <p>listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together</p> <p>model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory</p> <p>speak in meaningful sentences; expand oral responses with some detail, using the words <i>and, or, but, when</i> or <i>because</i></p> <p>orally respond to child's error with correct verb form; read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i></p> <p>draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i>; model re-reading to check sense</p> <p>know that sentences begin with CL; recognise and sometimes use <i>?</i> and <i>!</i> in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation</p>		<p>With increasing independence:</p> <p>Write phrases, simple sentences or sentence-like structures, which can be partly understood.</p> <p>Often use 'and' to join words and clauses.</p> <p>Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.</p> <p>Talk about question marks and exclamation marks; begin to know their purpose</p> <p>Use a capital letter for their name and for the personal pronoun 'I'.</p> <p>With prompting, include adjectives to describe something.</p> <p>Begin to use some features of Standard English, with prompting.</p> <p>know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i></p> <p>use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i></p> <p>know that names of places begin with a CL e.g. <i>town, county, country</i>; know that the personal pronoun 'I' has a CL, and use in own writing</p> <p>talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing</p> <p>model the words <i>question</i> and <i>exclamation</i>; model writing <i>?</i> and <i>!</i> during shared writing; dictate short sentences which include <i>?</i> and <i>!</i></p> <p>orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g. by sequence of pictures</p> <p>read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas</p> <p>find verbs ending with <i>ed</i> when reading texts together; reinforce understanding of the words <i>in the past</i>, showing that the event has already happened</p> <p>during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked</i>; re-read sense of sentences</p> <p>remember also to use CL for names of people and personal pronoun 'I'; model the words <i>question</i> and <i>exclamation</i>; model writing <i>?</i> and <i>!</i> during shared writing; dictate short sentences which include <i>?</i> and <i>!</i></p>		<p>Write sentences or sentence-like structures which can be clearly understood.</p> <p>Often use 'and' to join words and clauses.</p> <p>Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</p> <p>Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</p> <p>Sometimes include adjectives for description.</p> <p>Begin to use some features of Standard English e.g. <i>I did</i>.</p> <p>know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i></p> <p>use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i></p> <p>know that names of places begin with a CL e.g. <i>town, county, country</i>; know that the personal pronoun 'I' has a CL, and use in own writing</p> <p>talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing</p> <p>reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people</p> <p>orally use adverbs such as <i>kindly, fast, carefully, crossly</i>, which describe how an action is done; listen to stories which include adverbs to describe characters' actions</p> <p>recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions</p> <p>make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence</p> <p>compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence</p> <p>respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'I done' - 'You did that, did you?'</i> Read and write common irregular past tense verbs e.g. <i>came, was, took</i></p> <p>continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i></p> <p>ask children to help you write sentences together: <i>What do we write at the end of this question?</i>; edit sentences: <i>What have I left out? What mistake have I made?</i>; encourage and praise children for remembering to use a CL and FS when they write their own sentences</p>	
	Text Type	<p>Narrative: Fairy Tales</p> <p>Non-Fiction: Diary Entry</p>	<p>Narrative: Contemporary Fiction</p> <p>Non-Fiction: Letter Writing Persuasive Writing Recount</p> <p>Poetry: Structured poems</p>	<p>Narrative: Traditional Tales Tales from other Cultures Contemporary Fiction</p> <p>Non-Fiction: Non-chronological Reports Persuasion Texts</p> <p>Poetry: Structured poems</p>	<p>Narrative: Traditional Tales Tales from other Cultures Contemporary Fiction</p> <p>Non-Fiction: Non-chronological Reports Persuasion Texts</p> <p>Poetry: Structured poems</p>	<p>Narrative:</p>

	Autumn	Spring	Summer												
Handwriting	<p>With support:</p> <p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>Letters and digits are mostly formed and orientated accurately, with some consistency in size.</p> <p>Uses spaces between words; attempts appropriate size to suit letters.</p> <p>Some letters are joined correctly.</p>	<p>With increasing independence:</p> <p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>Letters and digits are mostly formed and orientated accurately, with some consistency in size.</p> <p>Uses spaces between words; attempts appropriate size to suit letters.</p> <p>Some letters are joined correctly.</p>	<p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Spacing is appropriate to the size of letters.</p> <p>Some letters are joined correctly.</p>												
Spelling	<table border="1" data-bbox="240 499 774 594"> <tr> <td>Set 2 and 3 Speed Sounds</td> <td>Recap Set 2 and 3 Speed Sounds</td> <td> or sound spell a soft c adding suffix y (1) adding suffix y (2) adding suffix ly n sound spell kn and gn gh sound spell y </td> <td>Book 2a Spelling</td> </tr> </table> <p>Write from memory simple dictated sentences which include familiar words and GPCs.</p> <p>Spell accurately most words containing previously taught phonemes.</p> <p>Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.</p> <p>Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.</p> <p>Spell some common homophones e.g. to, two; hear, here; blue, blew. Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.</p>	Set 2 and 3 Speed Sounds	Recap Set 2 and 3 Speed Sounds	or sound spell a soft c adding suffix y (1) adding suffix y (2) adding suffix ly n sound spell kn and gn gh sound spell y	Book 2a Spelling	<table border="1" data-bbox="1110 499 1635 594"> <tr> <td> adding the suffix -ing (1) adding the suffix -ing (2) / sound a sound spell a after w and av adding the suffix -ed (1) adding the suffix -ed (2) adding the suffix -ed (3) </td> <td>Book 2a Spelling</td> <td> r sound spell wr adding the suffixes -er or -est (1) adding the suffixes -er or -est (2) adding the suffixes -er or -est (3) </td> <td>Book 2b Spelling</td> </tr> </table> <p>Write from memory simple dictated sentences which include familiar words and GPCs.</p> <p>Spell accurately most words containing previously taught phonemes.</p> <p>Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.</p> <p>Spell common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.</p> <p>Spell some common homophones e.g. to, two; hear, here; blue, blew. Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.</p>	adding the suffix -ing (1) adding the suffix -ing (2) / sound a sound spell a after w and av adding the suffix -ed (1) adding the suffix -ed (2) adding the suffix -ed (3)	Book 2a Spelling	r sound spell wr adding the suffixes -er or -est (1) adding the suffixes -er or -est (2) adding the suffixes -er or -est (3)	Book 2b Spelling	<table border="1" data-bbox="1976 499 2510 594"> <tr> <td> ee sound spell ey adding the suffix -ness words ending in -il and words where s makes a zh sound words ending in -le words ending in -el words ending in -al </td> <td>Book 2b Spelling</td> <td> e sound spell or after w adding the suffix -ful adding the suffix -less adding the suffix -ment adding the suffix -sion adding the suffix -es adding the suffixes -er or -est (1) </td> <td>Book 2b Spelling</td> </tr> </table> <p>Write from memory, simple dictated sentences which include familiar words and GPCs.</p> <p>Spell common decodable two and three syllable words which include familiar graphemes.</p> <p>Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</p> <p>Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</p> <p>Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</p> <p>Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</p>	ee sound spell ey adding the suffix -ness words ending in -il and words where s makes a zh sound words ending in -le words ending in -el words ending in -al	Book 2b Spelling	e sound spell or after w adding the suffix -ful adding the suffix -less adding the suffix -ment adding the suffix -sion adding the suffix -es adding the suffixes -er or -est (1)	Book 2b Spelling
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Composition	<p>With support:</p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.</p> <p>Write about real events, sometimes maintaining form.</p> <p>Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.</p> <p>Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.</p>	<p>With increasing independence:</p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.</p> <p>Write about real events, sometimes maintaining form.</p> <p>Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.</p> <p>Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.</p>	<p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</p>												

Vocabulary, Punctuation and Grammar	<p>With support:</p> <p>Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.</p> <p>Co-ordinate some sentences using and, or, but.</p> <p>Use capital letters for some proper nouns and the personal pronoun 'I'.</p> <p>Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.</p> <p>Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.</p> <p>Begin to identify some of the following word classes: noun, adjective, verb and adverb.</p> <p>Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.</p> <p>Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.</p> <p>introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL</p> <p>use adjectives to describe nouns e.g. <i>a rough stone</i>; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions</p> <p>identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark</p> <p>model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i>; write simple dictated sentences from memory</p> <p>introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if and because</i>; write about real events</p> <p>be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i></p> <p>during shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i></p> <p>establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together; model apostrophe for omission</p> <p>revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i>; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing</p>		<p>With increasing independence:</p> <p>Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.</p> <p>Co-ordinate some sentences using and, or, but.</p> <p>Use capital letters for some proper nouns and the personal pronoun 'I'.</p> <p>Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.</p> <p>Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.</p> <p>Begin to identify some of the following word classes: noun, adjective, verb and adverb.</p> <p>Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.</p> <p>Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.</p> <p>continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.</p> <p>identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing</p> <p>during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not</p> <p>compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory</p> <p>write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions</p> <p>respond to incorrect subject/verb agreement, with a focus on oral correction e.g. 'We was' - 'Were you?' or 'I done' - 'You did, did you?'; continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i></p> <p>expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i></p> <p>use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i>; use KS1 punc' fans to practise making selections; identify some commands which do not need !</p> <p>expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions</p> <p>expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings</p>		<p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Co-ordinate sentences using and, or, but.</p> <p>Sometimes use subordination e.g. when, if, because.</p> <p>Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.</p> <p>Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</p> <p>Identify word classes: noun, adjective, verb and adverb.</p> <p>Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.</p> <p>Use appropriate features of Standard English.</p> <p>cloze procedure sentences – select a suitable adjective / verb / noun; sentence – identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction</p> <p>during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. <i>fast</i></p> <p>play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types</p> <p>make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences</p> <p>revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions</p> <p>change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense</p> <p>continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write</p> <p>write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list</p> <p>expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings</p>	
	Text Type	<p>Narrative: Fairy Tales</p> <p>Non-Fiction: Diary Entry</p>	<p>Narrative: Contemporary Fiction</p> <p>Non-Fiction: Letter Writing Persuasive Writing Recount</p> <p>Poetry: Structured poems</p>	<p>Narrative: Traditional Tales Tales from other Cultures Contemporary Fiction</p> <p>Non-Fiction: Non-chronological Reports Persuasion Texts</p> <p>Poetry: Structured poems</p>	<p>Narrative: Traditional Tales Tales from other Cultures Contemporary Fiction</p> <p>Non-Fiction: Non-chronological Reports Persuasion Texts</p> <p>Poetry: Structured poems</p>	<p>Narrative:</p>

Year 3

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Handwriting	<p>With support:</p> <p>Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</p> <p>Writing is sometimes appropriately spaced. Appropriate letters are joined, according to the school's handwriting approach.</p>	<p>With increasing independence:</p> <p>Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</p> <p>Writing is sometimes appropriately spaced. Appropriate letters are joined, according to the school's handwriting approach.</p>	<p>Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p>																																					
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Composition	<p>With support:</p> <p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Write sentences in sequence. Signal simple beginning, middle, ending.</p> <p>With scaffold and support, organise information into sections of similar content.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Attempt to describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance.</p>	<p>With increasing independence:</p> <p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Write sentences in sequence. Signal simple beginning, middle, ending.</p> <p>With scaffold and support, organise information into sections of similar content.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Attempt to describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance.</p>	<p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p>																																					

Vocabulary, Punctuation and Grammar	<p>Revise CL for proper nouns of people and places.</p> <p>Introduce term 'pronoun'.</p> <p>Consolidate meaning of vowel and consonant</p> <p>Revise use of comma to separate items in a list.</p> <p>Revise use of apostrophe for singular nouns.</p> <p>With support:</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses.</p> <p>Begin to identify prepositions and understand what they are.</p> <p>Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Begin to use inverted commas for direct speech.</p> <p>Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context.</p> <p>Use 'a' or 'an' before a noun, sometimes accurately.</p> <p>Attempt to maintain the past or present tense.</p>		<p>Create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well.</p> <p>Express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because.</p> <p>Use the apostrophe for regular plural nouns.</p> <p>Sometime use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first.</p> <p>Know how to use the comma before closing inverted commas, in direct speech.</p> <p>With increasing independence:</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses.</p> <p>Begin to identify prepositions and understand what they are.</p> <p>Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Begin to use inverted commas for direct speech.</p> <p>Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context.</p> <p>Use 'a' or 'an' before a noun, sometimes accurately.</p> <p>Attempt to maintain the past or present tense.</p>		<p>Practise using adverbials to open some sentences.</p> <p>Use an apostrophe for omission and possession</p> <p>Refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary</p> <p>Begin to use a comma to separate main clause from subordinate clause</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>Identify and use a range of prepositions.</p> <p>Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Identify direct speech. Begin to use inverted commas for direct speech.</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</p>	
	Text Type					

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Handwriting	<p>With support:</p> <p>All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size.</p> <p>Spaces between words are usually suited to letter size.</p> <p>Appropriate letters are joined consistently.</p>	<p>With increasing independence:</p> <p>All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size.</p> <p>Spaces between words are usually suited to letter size.</p> <p>Appropriate letters are joined consistently.</p>	<p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined consistently.</p>																																				
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Unit 10 - adding <u>il</u> (revising <u>un</u> , <u>in</u> , <u>mis</u> , <u>dis</u>)																																							
Composition	<p>With support:</p> <p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance.</p> <p>Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.</p> <p>Use a range of presentational devices, including use of title and subheadings, with guidance.</p> <p>Attempt to use dialogue, although balance between dialogue and narrative may be uneven.</p> <p>Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details.</p> <p>Evaluate own and others' writing; proof read, edit and revise, with direction.</p>	<p>With increasing independence:</p> <p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance.</p> <p>Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.</p> <p>Use a range of presentational devices, including use of title and subheadings, with guidance.</p> <p>Attempt to use dialogue, although balance between dialogue and narrative may be uneven.</p> <p>Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details.</p> <p>Evaluate own and others' writing; proof read, edit and revise, with direction.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using some appropriate features.</p> <p>Organise writing into sections or paragraphs, including fiction and non-fiction.</p> <p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Use dialogue, although balance between dialogue and narrative may be uneven.</p> <p>Describe characters, settings and plot, with some interesting details.</p> <p>Evaluate own and others' writing; proof read, edit and revise.</p>																																				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary, Punctuation and Grammar</p>	<p>Review common and proper nouns.</p> <p>Revise vowels and consonants.</p> <p>Check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums.</p> <p>Revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p> <p>Introduce full set of well-known collective nouns.</p> <p>Identify and use pronouns to avoid repetition.</p> <p>Identify the main clause and subordinate clause; sometimes swap their position within the sentence.</p> <p>With support:</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p> <p>Use adjectives to create noun phrases in order to expand the detail in sentences.</p> <p>Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use inverted commas accurately for direct speech.</p> <p>Identify the determiner.</p> <p>Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.</p>		<p>Revise use of apostrophe for omission, and ensure pupils know term 'contracted form'.</p> <p>Identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English in dictated sentences.</p> <p>Define meaning of a range of homophones.</p> <p>Discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?;</p> <p>With increasing independence:</p> <p>Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p> <p>Use adjectives to create noun phrases in order to expand the detail in sentences.</p> <p>Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use inverted commas accurately for direct speech.</p> <p>Identify the determiner.</p> <p>Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.</p>		<p>Maintain consistency of tense in narrative / report writing, explanation / instructions.</p> <p>In spoken and written contexts, apply known rules of Standard English.</p> <p>Make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process</p> <p>During shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause and read sentence aloud to hear its sense.</p> <p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Experiment with sentences with more than one clause.</p> <p>Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.</p> <p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p> <p>Use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use inverted commas accurately for direct speech.</p> <p>Identify the correct determiner e.g. a, an, these, those.</p> <p>Usually use the past or present tense, and 1st/3rd person consistently.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text Type</p>					

	Autumn	Spring	Summer
Handwriting	<p>With support: Writing is usually legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>With increasing independence: Writing is usually legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>Writing is usually legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>
Spelling	<p>Book 5 Unit 1-8</p> <p>Silent letters -ough Suffixes -ible -able -ibly -ably Homophones -ent -ence ee sound spelt ei -cious -fious -cial and -tial Year 3/4 words using dictation Some 5/6 words (orange words)</p>	<p>Book 5 Unit 9 – 12</p> <p>Book 6 Unit 1-4</p>	<p>Book 6 Unit 5-12</p>
Composition	<p>With support: Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance.</p> <p>Organise writing into sections or paragraphs; link ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use a range of presentational devices including use of title, subheadings and bullet points.</p> <p>Use dialogue, although balance between dialogue and narrative may be uneven.</p> <p>Describe characters, settings and plot, with some interesting details.</p> <p>Find key words and ideas. Understand the idea of a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>With increasing independence:</p> <p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using some appropriate features</p> <p>Organise writing into sections or paragraphs; link ideas within paragraphs.</p> <p>Use a range of presentational devices including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with some interesting details.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with growing precision.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>

Vocabulary, Punctuation and Grammar	<p>With support:</p> <p>identify and use common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i></p> <p>identify and attempt to write relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy <u>who</u> lives next door.</i></p> <p>identify modal verbs in sentences e.g. <i>could, may</i>, (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty;</p> <p>discuss the use of commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear</p> <p>define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus</p> <p>revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i></p> <p>identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases</p> <p>attempt sentences which include relative clauses</p> <p>edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i></p> <p>revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i></p> <p>find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. <i>He was in bed / I met them after the party</i></p> <p>identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark.</p> <p>identify and attempt to use adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. <i>the day after, eventually, all of a sudden</i>; highlight cohesive devices in non-fiction and fiction texts</p>	<p>With increasing independence:</p> <p>attempt use of fronted adverbial, ensuring correct use of comma; understand the effect of moving position of adverbial</p> <p>experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense</p> <p>use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash;</p> <p>use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement</p> <p>identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</p> <p>attempt sentences which include relative clauses</p> <p>set out non-fiction texts appropriately</p> <p>maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; attempt sentences which include modal verbs</p> <p>identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1st or 3rd person in shared or guided reading, and discuss tenses used</p> <p>edit deliberate punctuation errors; add punctuation to dictated sentences; attempt punctuating parenthesis using pairs of commas, dashes or brackets</p> <p>identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i></p> <p>use bullet points where appropriate; use apostrophe for omission and possession; complete dictated sentences which require decisions about punctuation</p> <p>refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills</p> <p>in spoken and written contexts, apply known rules of Standard English to practise formal language</p> <p>write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; complete dictations of formal and informal sentences</p> <p>increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading;</p> <p>read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity</p>	<p>attempt use of fronted adverbial, ensuring correct use of comma; understand the effect of moving position of adverbial</p> <p>experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense</p> <p>use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash;</p> <p>write sentences which include relative clauses</p> <p>set out non-fiction texts appropriately</p> <p>maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; attempt sentences which include modal verbs</p> <p>use bullet points where appropriate; use apostrophe for omission and possession; complete dictated sentences which require decisions about punctuation</p> <p>refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills</p> <p>write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; complete dictations of formal and informal sentences</p>
	Text Type		

	Autumn	Spring	Summer
Handwriting	<p>Writing is usually legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>		
Spelling	<p>Book 5 Unit 1-8</p> <p>Silent letters -ough Suffixes -ible -able -ibly -ably Homophones -ent -ence ee sound spelt ei -cious -tious -cial and -tial Year 3/4 words using dictation Some 5/6 words (orange words)</p>	<p>Book 5 Unit 9 – 12</p> <p>Book 6 Unit 1-4</p>	<p>Book 6 Unit 5-12</p>
Composition	<p>With support:</p> <p>Discuss ideas; use the drafting process before and during writing.</p> <p>Show some features of correct writing form, using models of similar writing.</p> <p>Use paragraphs to organise information around a theme.</p> <p>Use a range of devices to link time and place within and across paragraphs e.g. fronted adverbials.</p> <p>Identify key words and ideas; write summaries.</p> <p>Sometimes include direct speech to indicate character or event.</p> <p>Describe characters, settings and plot within narrative writing.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Evaluate own and others' writing; proof read, edit and revise.</p>	<p>With increasing independence:</p> <p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Summarise longer passages, when required.</p> <p>Evaluate own and others' writing; proof read, edit and revise.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Summarise longer passages, when required.</p> <p>Evaluate own and others' writing; proof read, edit and revise.</p>

With support:

sort banks of nouns to identify common, proper, collective and abstract e.g. *strength, horror*

evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts

during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. *I'm eating pasta, which is my favourite food.*

identify modal verbs in sentences e.g. *should, may, (also adverbs e.g. possibly)*; discuss their degree of certainty

define and discuss effective vocabulary in class text /poetry, including figurative language

confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement

identify synonyms and antonyms; identify the possessive pronoun e.g. *her, our, my*; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect

identify parenthesis in texts; discuss the extra information provided; complete dictation sentences with include parenthesis

edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. *He's left the room / She had loved having a pet.*

model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors;

find all the determiners in a given sentence; identify preposition phrases in sentences, including prepositions of place and time

identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question is reported or whether it needs a ? e.g. *He asked her to sit down.*

identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial

practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial

convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. *she was considering*; edit and improve given examples

use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash

use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement;

complete dictation sentences which model word classes taught;

identify commands, questions and exclamations from more abstract possibilities (which may be indirect);

write a variety of sentence types when writing dialogue, in order to show character or advance the action

write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; complete dictation of formal and informal sentences

compare sentences in simple past with perfect past verb form; complete dictation sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts

use bullet points where appropriate; use apostrophes appropriately;

complete dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon

With support:

use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear

use a single dash

identify the verb forms of a challenging extract which may mix forms; identify 1st or 3rd person in shared or guided reading; discuss the effect of the tense used; complete sentence stems with the correct tense

apply Standard English to practise formal language, including the subjunctive form e.g. *Were they to get lost...*

With increasing independence:

identify parenthesis in texts; discuss the extra information provided; complete dictation sentences with include parenthesis

use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity;

identify and use a hyphen e.g. *man-eating shark*; use possessive apostrophe for singular plural nouns e.g. e.g. *Tom's pen, factories' chimneys, children's pet*

identify, discuss and correct sentences which contain a double negative e.g. *You can't have no sweets.*

use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement;

complete dictation sentences which model word classes taught;

write a variety of sentence types when writing dialogue, in order to show character or advance the action

compare sentences in simple past with perfect past verb form; complete dictation sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts

complete dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon

write a variety of sentence types when writing dialogue, in order to show character or advance the action

write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; complete dictation of formal and informal sentences

refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words

read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems

employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1st or 3rd person when reading

identify parenthesis in texts; discuss the extra information provided; complete dictation sentences with include parenthesis

use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity;

use a colon to introduce a list; use commas, semi-colons and colons to separate clauses effectively

write a variety of sentence types when writing dialogue, in order to show character or advance the action

maintain consistency of tense when writing fiction and non-fiction texts

write a variety of sentence types when writing dialogue, in order to show character or advance the action

write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; complete dictation of formal and informal sentences

refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words

write different types of texts including poetry, narrative and non-fiction

employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1st or 3rd person when reading

<p style="text-align: center;">Text Type</p>	<p>refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words</p> <p>read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems</p> <p>employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1st or 3rd person when reading</p>					