

## Appendix 2: Knowledge and Skills progression in Writing.

The following section outlines the key skills and knowledge that should be covered.

1. Year Leaders are expected to keep a copy of the double page spread in the Writing folder for their year group.
2. The teacher responsible for the planning of a block of writing should select Learning Intentions, Success Criteria and Assessment criteria from this planning sheet.
3. As areas are taught they should be highlighted yellow. If an area is completed it should be highlighted Green.

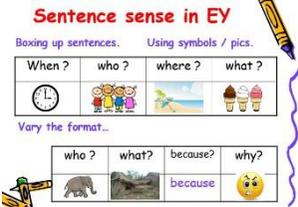
The Writing Team and/ or English Lead may use this information to support monitoring.

### Structure of the Tables

General Area of Writing (English)	Action
Strand	
KPI/ R2P Assessment Criteria in KPI grids and OTrack/ Sonar	Assessment kept in pupil books in KPI grids and against R2P criteria in OTrack/ Sonar
Teaching content (See also relevant Statutory Guidance EYFS framework/ NC PoS and Appendices)	Teacher planning writing block should highlight content planned to be taught and delivered in Year group grid in Year Group folder.
Sentence Structures to be introduced (Based upon Alan Pete's sentences)	

YR

		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	Non-Fiction
<p>Speaking: They develop their own narratives and explanations by connecting ideas or events</p> <p>Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&amp;L: speaking)] They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Amongst the many opportunities to promote speaking, talk and listening: -Children are encouraged to plan what they are going to do in Explore Time.  -Children are encouraged to verbally discuss and Review what they have done in Explore Time</p>	<p>Whole class retelling of story Identifying features in reading, naming key features (e.g. author, blurb, title).</p> <p>Reading: Children read and understand simple sentences.</p> <p>Read words with simple suffixes, for example -ed, -ing and -s, both in phonics and text reading.</p> <p>Show awareness of punctuation in reading Read word by word (one to one correspondents) Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context.</p> <p>Read environmental language and be encouraged to use and refer to Working Walls.</p>	<p>Planning Tool --Story map /story mountain</p> <p>Fiction: Understanding of beginning/ middle / end Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p>Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence</p> <p>Teacher modelled texts are visible to pupils as they are writing.</p>	<p>Two part sentence Main clause structure (Subject, verb, Questions)</p> <p>Full stops/ Capital letters/ Question Mark - begin to use full stops in writing/ Capitalise initial letter of own name</p> <p>Simple Connectives: and who until but Say a sentence, write and read it back to check it makes sense Compound sentences using connectives (coordinating conjunctions) and / but -ly' openers Luckily / Unfortunately, 'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat</p> <p>Speaking: They use past, present and future forms accurately, when talking about events that have happened or are to happen in the future.</p>	<p>Understands the concept of a word. Can represent speech through a line, symbols and increasingly graphemes.</p> <p>Subject Verb Extension-Object/noun</p> <p>Introduce: Determiners the / a / my / your/ an this that / his / her / their / some / all Prepositions: up / down / in / into / out / to onto Adjectives e.g. old, little, big, small, quiet Adverbs e.g. luckily, unfortunately, fortunately Similes – using 'like'</p>	<p>Speaking: Forms words that are plural nouns by adding – s Form words that are adjectives by adding ' - er' (longer, thicker), or verbs by adding ' - ing' (quacking, going) Appropriate Red Words-</p> <ol style="list-style-type: none"> <li>1. if a child has no graphemes they are taught to represent a word with a ----- line (a wiggly line)</li> <li>2. As they acquire symbol like shapes and representations this will feature within the line: ---^&amp;--@ k-----s .</li> <li>3. As they are taught and can write graphemes of phonemes they can hear they represent these and use a line for those they do not: a c--s--on a mat .</li> <li>4. They will pick up cvc sounds and graphemes and red words and this will build upon this: acat sat on a mat the mat woz p-p- .</li> <li>5. They will build on this further: The orenj cat sat on the pipul mat last Choosdai .</li> </ol>	<p>Tweezers and FMS opportunities</p> <p>Independently makes marks and understand that these symbols represent writing and can be read back. Across the setting.</p> <p>Introduce: Finger spaces</p> <p>Introduce letter formation and h/w part of RWI sessions see Unit 4.5 H/ W Introduce RWI handwriting posture: -Sit correctly at a table, holding a pencil comfortably and correctly. -Begin to form lower-case letters in the correct direction, starting and finishing in the right place. -Form capital letters -Form digits 0-9 Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p>	<p>Opportunities for mark-making and writing at every station.</p> <p>Writing: They write simple sentences which can be read by themselves and others.</p> <p>Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>

stage	Sentence type	Info and examples	Teaching points / terminology
Foundation Stage	<p>'<b>sentence sense</b>': children gain idea of a sentence, through using images, symbols and words</p>	<p>use sentence sequence boxes and human sentences with pictures to help children to understand concept of sentence</p> 	<p><b>capital letter</b> <b>full stop</b> <b>question mark</b> <b>exclamation mark</b></p>
	<p>Add an adjective: (can also refer to these as WOW words at this point)</p>	<p>Introduce children to the idea of describing things with exciting words. Start sharing and collecting exciting words, and displaying.</p> <p>He was a <b>hungry</b> wolf with an <b>empty</b> tummy.</p>	<p><b>adjective</b> / WOW word.</p>

Y1		Composition and planning	Grammar		Transcription	Across the curriculum	
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting/ Presentation	
		<p><b>Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). Compose sentences orally and in writing.</b></p> <p><b>Sequence sentences to form a short narrative or piece of information writing.</b></p> <p><b>Use basic descriptive language.</b></p>	<p><b>Combine words to form grammatically accurate sentences.</b></p> <p><b>Join words and clauses using 'and'. (introduce but, so)</b></p> <p><b>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</b></p> <p><b>Use capital letters for names and the personal pronoun 'I'.</b></p>		<p><b>Use phonic knowledge and skills from F5 and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.</b></p> <p><b>Spell many Year 1 common exception words.</b></p> <p><b>Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</b></p> <p><b>Re-read and check writing makes sense.</b></p>	<p><b>Form lower-case letters in the correct direction, starting and finishing in the right place.</b></p> <p><b>Form capital letters and digits 0-9.</b></p> <p><b>Separate words with spaces.</b></p>	
<p>Understand and orally use a variety of grammatical structures (e.g. uses appropriate words to join sentences).</p> <p>Use 'because' orally to develop reasoning and justify, e.g. in reading and science;</p> <p>Use present tense e.g. She helps the boy.</p> <p>Use past tense e.g. She helped the boy.</p> <p>Orally compose a sentence prior to writing.</p> <p>- listen and respond appropriately to adults and their peers</p> <p>- ask relevant questions to extend their understanding and knowledge</p> <p>- use relevant strategies to build their vocabulary</p> <p>- articulate and justify answers, arguments and opinions</p>	<p>Uses title of book to predict content of book when reading.</p> <p>Read age appropriate books fluently, using punctuation appropriately (e.g. order a cut up sentence based on a book).</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)</p> <p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</p> <p>Read words containing –s, –es, –ing, –ed, –er and –est endings (including change to root)</p>	<p>Consolidate Reception list</p> <p>Write a full narrative from a story map</p> <p>Re-reads their writing to check it makes sense.</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain</p> <p>(Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening : Once upon a time...</p> <p>Build-up :One day...</p> <p>Problem / Dilemma : Suddenly,.../ Unfortunately,...</p> <p>Resolution: Fortunately,...</p> <p>Ending- Finally.....</p> <p>Non-fiction:</p> <p>Planning tools:</p> <p>text map / washing line</p> <p>Heading</p> <p>Introduction</p> <p>Opening factual statement</p> <p>Middle section(s)</p> <p>Simple factual sentences around a them</p> <p>Bullet points for instructions Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p>Children know how words combine to make a simple sentences e.g.</p> <p><i>I went to the park.</i></p> <p><i>The castle is haunted.</i></p> <p>Use capital letters and full stops with improving accuracy.</p> <p>Begin to question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and the personal pronoun I.</p> <p>Introduce:</p> <p>Joining two clauses with a co-ordinating conjunction or simple Connectives: and / or/ but/ so/ because/ so that/ then/ that/ while/ when/ Where.../ Exclamation mark</p> <p>Capital for pronoun I Types of sentences: Statements / Questions Exclamations</p> <p>Also as openers: While... / When... / Where... -'ly' openers</p> <p>Fortunately,...Unfortunately, Sadly,...</p> <p>Embellished simple sentences using adjectives e.g.</p> <p>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.</p> <p>The children played on the swings and slid down the slide.</p> <p>Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>Consolidate Reception list</p> <p>Introduce: Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe; e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon, slimy snake</p> <p>Similes using as....as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>1. They will build on this further: The orenj cat sat on the piprul mat last Choosdai .</p> <p>2. Read back words they have attempted to spell.</p> <p>3. Reread what they have written to check it makes sense.</p> <p>3. As they progress they will be taught to underline words they have attempted that may not be spelt correctly. The <b>orenj</b> cat sat on the <b>pirpul</b> mat last Choosdai .</p> <p>4. Misspellings of words that have been identified pupils will correct and spell correctly.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell:- Common Exception Words and Y1 list</p> <p>was, were, are, am, when, if, but, that , or, because</p> <p>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word</p> <p>some contracted words, as part of Common Exception Word regular plural noun suffixes (eg dog&gt;dogs, wish&gt;wishes) proper nouns with capitals (e.g. days of week, names)</p> <p>suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper)</p> <p>How the prefix un–changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p>	<p>-Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>-Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>-Form capital letters</p> <p>Form digits 0-9 and simple appropriate maths symbols and notation.</p> <p>-Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Writes with letters sitting on the line, edge to edge with increasing consistency in size, shape and formation.</p> <p>Will only select sharp pencil to write with. No erasers- errors crossed out with single line- no scribbles.</p> <p>Sticks in own LI slips and sheets.</p> <p>Writes short date. Taught how to use a ruler.</p> <p>Ensures key vocabulary is corrected with purple pen if it is indicated that there is an error spelling key vocab or red word- uses a purple pen. Evidence of pride in presentation, including drawing.</p>	<p>Writes lists, labels and captions.</p> <p>Introduce stem sentences: _____ because..... _____ but ..... _____ so .....</p>

For specific details and examples see: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

stage	Sentence type	Info and examples	Teaching points / terminology
2 Y1/Y2	2A sentence	2 adjectives before the noun: e.g. <i>Mr Twit was a dirty, horrible man.</i> Can be extended to 4A with 2 adjectives before the second noun. <i>There was a dark, gloomy wood, with a small, crumbling cottage</i>	teach expanded <b>noun phrases adjectives</b>
	BOBS sentence	2 part sentence: The first part ends with a comma, and the second part starts with <b>but / or / because / so</b> . e.g. <i>She was happily playing a game, but got upset when she lost</i>	using a comma before <b>come conjunctions</b> . <b>compound sentences</b>
	Simile sentence	Comparing one thing with another, using <b>like a....</b> or <b>as..... as.....</b> e.g. <i>The huge monster chased after the children like a tornado. Although the giant was as tall as a mountain, he wasn't frightening.</i>	link to poetry and explore figurative language.
	List Sentence	Has 3 or 4 adjectives before the noun. Commas between adjectives, ( <i>and</i> can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i>	Teach children through this sentence type that list sentences can be <b>adjectives as well as nouns</b> .
	What / How + ! sentences	Begin with what followed by an adjective to describe the final words of the sentence. e.g. <i>What a beautiful day!</i> <i>What an awful mess!</i>  How sentences just use the adjective, without the following noun. e.g. <i>How beautiful!</i> <i>How awful!</i>	<b>Exclamation mark Exclamation sentence</b> (only starting with what or how for purposes of Y2 test) – teach children wider usage too.
	ing, ing, ing sentences	<i>e.g. Hopping, skipping, jumping, he made his way to the park.</i>	discuss verb starters
	Fronted adverbial sentence	Adverb to start the sentence, teach that a comma comes after. e.g. <i>Silently, the swan swam across the lake</i> <i>Suddenly, she glimpsed the elf amongst the tree roots.</i>	<b>fronted adverbials comma</b>

Y2		Composition and planning	Grammar (see appendix for more information)		Transcription	Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting/ Presentation
	<p>drawing on their reading to inform the vocabulary and grammar of their writing</p>	<p>WTS: Write sentences that are sequenced to form a short narrative (real or fictional) EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional) EXS: Write about real events, recording these simply and clearly GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>	<p>EXS: Use present and past tense mostly correctly and consistently. [From Y2 PoS: including use of the progressive form of verbs.] EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. From PoS: Add description and specification through the use of expanded noun phrase. From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences. WTS: Demarcate some sentences with capital letters and full stops. EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. GDS: Use the punctuation taught at key stage 1 mostly correctly.</p>		<p>WTS: Spell some common exception words. EXS: Spell many common exception words GDS: Spell most common exception words GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* GDS: Make simple additions, revisions and proof-reading corrections to their own writing. [From Y2 PoS: this is an expectation for all pupils.]</p>	<p>WTS: Form lower-case letters in the correct direction, starting and finishing in the right place WTS: Form lower-case letters of the correct size relative to one another in some of their writing. WTS: Use spacing between words. EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. EXS: Use spacing between words that reflects the size of the letters. GDS: Use the diagonal and horizontal strokes needed to join some letters.</p>
<ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers.</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary.</li> <li>- articulate and justify answers, arguments and opinions.</li> </ul>	<p>Plan and write own stories with a logical and succinct series of events with full complete sentences.</p> <p>Identify and use present progressive: (e.g. She is helping the boy.) Use past progressive: (e.g. Use some features of written Standard English. . She was helping the boy.)</p>	<p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) Plan opening around character(s), setting, time of day and type of weather. Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away....., One cold but bright morning.....</p> <p>Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader</p>	<p>Learn how to use familiar and new punctuation accurately to demarcate sentences: Capital letters Full stops / Question marks / Exclamation marks / Commas to separate items in a list Types of sentences: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type. Use expanded noun phrases for descriptions and specification (e.g. The brown bear, the tiny chair, plain flour) Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small, or they can be large.</i> <i>Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences (Subordination) with subordinate clauses joined to main clause using: Drop in a relative clause: who/which e.g. using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description <i>e.g. a lean cat, a mean cat, a green dragon, a fiery dragon</i></p> <p>Add detail to a sentence by adding adverbs ending in –ly to turn adjectives into adverbs: <i>(e.g. He stepped quietly into the house)</i></p> <p>Vary openers to sentences: Comma after –ly opener <i>e.g. fortunately.../ slowly.../ Usually, Eventually, Finally, Carefully, Slowly, ...</i></p>	<p>Subordination (using conjunctions such as when, if, that, because) and co-ordination (using and, but, or).</p> <p>Prepositions: behind above along before between after Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails. Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. Generalisers for information, e.g. Most dogs/ Some cats.....</p> <p>Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>1. As children move into visual recognition of phonetically plausible attempts (Y2 for most pupils) they would be taught to underline words they think they have attempted the spelling for. 2. They would be taught to reread, edit and correct words they have underlined as part of solo and peer- marking to proof-read and purple pen spellings they have identified as attempted from word banks, whiteboards, vocab lists and some simple dictionaries: <b>The orange cat sat on the purple mat last Tuesday .</b></p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Correct tense used consistently throughout writing.</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p><b>See Spelling -work for Y2 p44: <a href="#">Link</a></b></p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Use of peer marking, self-assessment and purple-pen.</p>	<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> <p>Always uses ruler where appropriate and takes care to take pride in writing.</p> <p><b>Black pens are introduced for writing during Year 2.</b></p> <p><b>By the end of Year 2 all children will be writing in pen.</b></p> <p>Write for different purposes. Write down ideas and key words before writing. Make simple additions, revisions and corrections to own writing. subordinate clauses joined to main clause. Re-read writing with intonation to make the meaning clear.</p> <p>Uses headings and sub-headings in reading to orientate around text.</p>

		<p>Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) Apostrophes to mark singular possession e.g. the cat's name</p>			
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For specific details and examples see: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

stage	Sentence type	Info and examples	Teaching points / terminology
S T R E T	explicitly teach writing 4 sentence types: Command, statement, exclamation and question....	<p><b>Statement:</b> <i>We are going to the beach today.</i></p> <p><b>Command:</b> <i>Go to your room!</i></p> <p><b>Question:</b> <i>What are you going to do?</i></p> <p><b>Exclamation:</b> (nb for Y2 SATs start with <i>How</i> or <i>What</i>). <i>How ridiculous!</i></p>	<p><b>full stop question mark exclamation mark</b></p>
	<b>Noun, which, who, where</b> (intro in Y2)	<p>Use commas to embed a clause in a sentence, adding extra information, starting the clause with <i>which, who</i> or <i>where</i>. nb Embedded clauses are subordinate clauses – this part can be omitted and the sentence will still make sense. They are enclosed by commas.</p> <p>e.g. <i>Snakes, which scare me, are not always poisonous. My pet dog, who only has 3 legs, loves to chase seagulls.</i></p>	<p><b>embedded clause – 'drop in'</b></p> <p>introduce idea of <b>main clause / subordinate clause</b></p>
	<b>Verb, person</b>	<p>Starts with a verb to give it more importance. The verb is followed by a comma and then a name / pronoun (he, she, they, it) followed by the rest of the sentence.</p> <p>e.g. <i>Tiptoeing, Jack tried to sneak past the giant's snoring body.</i></p>	<p>teach choosing powerful verbs to add emphasis.</p> <p>choose <b>nouns / pronouns</b> appropriately to make clear</p> <p>varying sentence starters</p>
	<b>double ly ending</b>	<p>The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. e.g. <i>They laughed loudly and shrilly.</i></p>	<p><b>adverbs of manner</b></p>

Y3		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material.	Choose language to suit the purpose and audience: Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). Use present and past tense correctly, including use of the present perfect instead of the simple past. Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain). Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2). Use inverted commas to punctuate direct speech. Use apostrophes for contraction and singular possession correctly (secure from Year 2).		Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. Use and spell correctly many words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy). Handwriting- Use joined up writing consistently and independently.		
<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p>	Through reading analyse ways in which writing is : - appropriate to the purpose appropriate grammar and vocabulary is used to describe setting and character and to create settings, characters and plots	<p>Use simple organisational devices Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present</p>	<p>Begin to use paragraphs to organise information into themes. Revise and embed subordinate/main clause structure Vary Long sentences to add description or information. And short sentences for emphasis and making key points e.g. Sam was really unhappy. / Visit the farm now. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cove./ Amazingly, small insects can.... -'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep. Uses a range of adverbs and adverbials phrases at the start of sentences: Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air</i></p> <p>Develop complex sentences including extending range of sentences with more than one clause by using a wider range of conjunctions (Subordination) with range of subordinating conjunctions (including when, if because, although e.g. He ate his lunch before he left home) Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet Drop in a relative clause using: who/ whom/ which/ whose/ that e.g. The girl, whom I remember had long black hair, The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p>	<p>Revise word class noun, verb, adjective, adverb Begin to use inverted commas for direct speech.  Subordinating conjunctions – Since, until, because, when, although, if  Prepositions of place Well-chosen adverbs  Determiners – the, a and an (link to spelling words starting with vowels)  Perfect tense used accurately (has eaten, had lived)  Prepositions Next to by the side of In front of during through throughout because of Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Nouns formed from prefixes e.g. auto...super...anti... Word Families based on common words e.g. teacher –teach, beauty – beautiful Use of determiners a or an according to whether next</p>	<p>When writing, use a line to indicate under a word where the spelling may need to be checked. Use dictionaries, spell checkers, word banks and spelling / vocab journal. Teach ARMS: Add, Remove, Move about, substitute.  Proofread for spelling and punctuation errors. Re-read writing with controlled tone and volume to make the meaning clear  <b>See Spelling -work for Y3/4 p49: <a href="#">Link</a></b></p>	<p>Begin to use joined handwriting throughout their independent writing. 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. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.  All children using narrow-lined books with, where appropriate margins.</p>	Headings and Sub-Headings to support organisation.

		perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.	Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue – powerful speech verb e.g. “Hello,” she whispered. Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	word begins with a vowel e.g. a rock, an open box.  Uses present perfect tense. (e.g. She has helped the boy).  Begin to understand how to start a new line for dialogue for a new speaker. Begin to use inverted commas to punctuate speech.			
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stage	Sentence type	Info and examples	Teaching points / terminology
Y2/3	explicitly teach writing 4 sentence types: Command, statement, exclamation and question....	Statement: We are going to the beach today. Command: Go to your room! Question: What are you going to do? Exclamation: (nb for Y2 SATs start with How or What). How ridiculous!	Full stop question mark  exclamation mark
	Noun, which, who, where (intro in Y2)	Use commas to embed a clause in a sentence, adding extra information, starting the clause with which, who or where. nb Embedded clauses are subordinate clauses – this part can be omitted and the sentence will still make sense. They are enclosed by commas.e.g. Snakes, which scare me, are not always poisonous. My pet dog, who only has 3 legs, loves to chase seagulls.	embedded clause – ‘drop in’  introduce idea of main clause / subordinate clause
	Verb, person	Starts with a verb to give it more importance. The verb is followed by a comma and then a name / pronoun (he, she, they, it) followed by the rest of the sentence.  e.g. Tiptoeing, Jack tried to sneak past the giant’s snoring body.	teach choosing powerful verbs to add emphasis. - Choose nouns / pronouns - appropriately to make clear - varying sentence starters
	double ly ending	The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. e.g. They laughed loudly and shrilly.	adverbs of manner
Y3/4	De:De (description: details)	A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and the second clause adds further details. The colon links – signalling that the second clause will expand on the first.e.g. Snails are slow: they take hours to travel the shortest of distances.	colon  independent clause / main clause
	Ad, same ad sentences	Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.e.g. He was a fast runner, fast because he needed to be.	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)
	All the Ws	Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if? e.g. Would there ever be another opportunity like this one? Who would take over his role now?	rhetorical questions
	FANBOYS sentence	Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions. e.g. He was a friendly man, but he could become nasty.	Subordination (when, if, that, because) and co-ordination (FANBOYS)
	Many questions	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). n.b. the additional phrases do not need capitals. e.g. Where was the treasure? the diamonds? the rubies? the riches? e.g. What if she was lost? trapped? captured? or murdered?	writing for effect
	ing, ed	The verb ending ‘ing’ is followed by a location of the action, and then a comma. The second part of the sentence starts with a name or pronoun. It then moves from present to past tense, and indicates a pivotal incident.e.g. Dancing in the studio, he watched in the mirror as a ghost appeared.	Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses) Walking in the bush, she stopped at the sight of a crocodile facing her.’ She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.’

Y4		Composition and planning		Grammar		Transcription		Across the curriculum
Oral	Reading	Language	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
			Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Choose language to suit the purpose and audience: - Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). - Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). - Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech accurately. Use apostrophes correctly (contraction, singular and plural possession).		Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. Use and spell correctly most words from the Year 3 / Year 4 spelling list. Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.  Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy). Handwriting- Use joined up writing consistently, independently and fluently.		
Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)  give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  use spoken language to develop understanding through speculating, hypothesising,	Reading to explore author's use of words to Magpie scenes, descriptions and characters		Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)  Plan opening using: Description /action  Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion	Standard English for verb inflections instead of local spoken forms. Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.  Extending sentences with clauses and phrases Using a range of fronted clauses and phrases (fronted adverbials) Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky./ Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions (including when, if because, although. e.g. He ate his lunch when he reached school.) Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below) -'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded '-ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. -'ly' phrases as starters e.g. Unfortunately, no chocolate biscuits remained. Drop in '-ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g.	Consolidate Year 3 list Introduce: Prepositions at underneath since towards beneath beyond Conditionals - could, should, would Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)  Cluses (contain subject and verb) Phrases (do not contain verbs) Fronted clause Fronted phrase Determiners – articles, quantifiers, ordinals, possessive, demonstrative, numerals Expanded noun phrases Pronouns and possessive pronouns Perfect tense used accurately (has eaten, had lived)	Singular/ plural Suffix/ Prefix Word family Consonant/Vowel  <b>Proofread for:</b> Correct use of all speech punctuation including inverted commas, commas and full stops Commas after fronted clauses and fronted phrases  Apostrophes to mark plural possession.  Standard English forms of verb inflections instead of local spoken forms (e.g. We were not we was/ I did not I done)  Appropriate use of pronouns to across all sentences to add cohesion and avoid repetition. e.g. Elephants are herbivores. They live in fields.  <b>See Spelling -work for Y3/4 p49: <a href="#">Link</a></b>  Start a new line for dialogue for a new speaker. Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: e.g. The conductor shouted, "Sit down!") Use of commas after fronted adverbials (e.g. Last Friday, we went to the part).	Use a joined handwriting throughout their independent writing. 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. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Begin to use paragraphs to organise information into themes.  Headings and Sub-Headings to support organisation.

imagining and exploring ideas				<p>Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>ommas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>		<p>Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).</p> <p>The grammatical difference between plural and possessive –s</p>		
<p>speak audibly and fluently with an increasing command of Standard English</p>								

stage	Sentence type	Info and examples	Teaching points / terminology
3 and Year 4	De:De (description: details)	<p>A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and the second clause adds further details. The colon links – signalling that the second clause will expand on the first.</p> <p>e.g. Snails are slow: they take hours to travel the shortest of distances.</p>	<p>colon</p> <p>independent clause / main clause</p>
	Ad, same ad sentences	<p>Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.</p> <p>e.g. He was a fast runner, fast because he needed to be.</p>	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)
	All the Ws	<p>Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?</p> <p>e.g. Would there ever be another opportunity like this one? Who would take over his role now?</p>	rhetorical questions
	FANBOYS sentence	<p>Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions.</p> <p>e.g. He was a friendly man, but he could become nasty.</p>	<p>Subordination (when, if, that, because) and</p> <p>co-ordination (FANBOYS)</p>
	Many questions	<p>Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?).</p> <p>n.b. the additional phrases do not need capitals.</p> <p>e.g. Where was the treasure? the diamonds? the rubies? the riches? / e.g. What if she was lost? trapped? captured? or murdered?</p>	writing for effect
	ing, ed	<p>he verb ending 'ing' is followed by a location of the action, and then a comma. The second part of the sentence starts with a name or pronoun. It then moves from present to past tense, and indicates a pivotal incident.</p> <p>e.g. Dancing in the studio, he watched in the mirror as a ghost appeared.</p>	<p>Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses)</p> <p>'Walking in the bush, she stopped at the sight of a crocodile facing her.'</p> <p>'She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.'</p>

Y5		Composition and planning	Grammar		Transcription	Across the curriculum	
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		<p>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).</p> <p>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</p> <p>Use dialogue in narratives to convey character or advance the action.</p> <p>Use a range of devices to build cohesion within and across paragraphs:</p> <p>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</p> <p>link ideas using adverbials of time, place and number;</p> <p>ink ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p>	<p>Select appropriate grammar and vocabulary to change and enhance meaning:</p> <p>use a range of verb forms, particularly the perfect, to mark relationships of time and cause.</p> <p>use modals and adverbs to indicate possibility.</p> <p>convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.</p> <p>use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</p> <p>demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).</p> <p>Indicate parenthesis using brackets, commas or dashes.</p> <p>Use punctuation to ensure meaning is clear, particularly commas for clarity.</p>		<p>Spell correctly words that have been previously taught, including...</p> <p>common exception words from KS1;</p> <p>Year 3/4 statutory words; previously taught homophones.</p> <p>Use and spell correctly many words from the year 5 / year 6 spelling list.</p> <p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p> <p>Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>	
<p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>	<p>Reading to explore author's use of words to Maggie scenes, descriptions and characters</p> <p>Through reading analyse: Writing is appropriate to audience and purpose</p> <p>Writing uses appropriate form</p> <p>Develop characterisation and setting and atmosphere</p> <p>Dialogue develops character and advances action</p> <p>Select appropriate grammar and vocabulary to enhance and clarify meaning</p> <p>Build cohesion within and across paragraphs</p> <p>Organisational and presentational devices</p> <p>structure writing and guide the reader</p> <p>Tense is consistent throughout</p> <p>Subject and verb agreement is accurate</p> <p>Register is matched to the purpose and audience</p> <p>Exposure to the semi-colon in reading</p>	<p>Writing to cause impact/ communicate to reader</p> <p>A range of multi-clause sentence structures</p> <p>Split main clauses with embedded relative clause</p> <p>Secure independent use of planning tools</p> <p>Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using:</p> <p>Description /action/dialogue</p> <p>Paragraphs:</p> <p>Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure</p> <p>Writing could start at any of the 5 points.</p> <p>This may include flashbacks Introduction –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look onward to the future ask a question.</p> <p>Non-Fiction</p> <p>Introduce:</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure:</p> <p>Introduction / Middle / Ending</p> <p>Secure use of paragraphs:</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p>	<p>Uses a range of cohesive devise to build cohesion within sentences and paragraphs including pronouns and adverbials.</p> <p>Link ideas across paragraphs using time adverbials (e.g. Later that day, At the moment), adverbials of place (e.g. Beside the tree, In the distance) and number (e.g. Firstly, Secondly)</p> <p>Use tenses to link ideas (He had never seen her before)</p> <p>Adverbs of time, place, manner, frequency and degree</p> <p>Relative pronouns</p> <p>Modal verbs</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions. Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events</p> <p>e.g. Before he left home, he ate his lunch.</p> <p>Expanded –ed clauses as starters e.g.</p> <p>Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g.</p> <p>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in –'ed' clause e.g.</p> <p>Poor Tim, exhausted by so much effort, ran home.</p> <p>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words</p> <p>e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>(e.g. a shy boy with pale, delicate features; a soft material that can be moulded).</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs</p> <p>(eg. Possibly, perhaps, surely).</p> <p>Use modal verb (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p>	<p>Proof-reading for:</p> <p>-To correct spellings of underlined attempted words and words identified through self/ peer-assessment</p> <p>-Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy.</p> <p>-Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>-Moving sentence chunks (how, when, where) around for different effects e.g.</p> <p>The siren echoed loudly</p> <p>....through the lonely streets</p> <p>....at midnight</p> <p>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>See Spelling -work for Y5/6 p56: <a href="#">Link</a></p>	<p>Use a consistent joined handwriting style throughout their independent writing.</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Routinely uses bullet points to list information., make notes and has a repertoire of note-taking strategies to summarise and reconstruct knowledge given or extracted.</p>

		Summary clear at the end to appeal directly to the reader	<p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>Rhetorical question</p> <p>Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy.</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>				
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	sentence type	Info and examples	teaching points / terminology
Year 5 and Year 6	Outside: Inside sentences	<p>Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings)</p> <p>Bracketed sentence shows viewpoint.</p> <p>Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc</p> <p>e.g. She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>	<p>Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion</p> <p>Viewpoint Parenthesis</p>
	Some; others sentences	<p>Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence</p> <p>e.g. Some people love football; others just can't stand it</p>	Teach use of the semi-colon, colon and dash to mark the boundary between independent clauses
	Personification of weather sentences	<p>An element of the weather is given a human attribute.</p> <p>When grasped, introduce an adverb</p> <p>e.g. The rain wept down his window - The rain wept pitifully down his window.</p> <p>e.g. The waves battered the little boat</p>	<p>Determiner – stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any)</p> <p>'The rain wept down his window.'</p>
	3 bad – (dash) question	<p>Can also be 3 good. Sentence starts with 3 (often negative – often adjective) words. First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives.</p> <p>e.g. Thirst, heatstroke, exhaustion – which would kill him first?</p> <p>e.g. Generosity, compassion, kindness – which was Miss Honey's finest quality?</p>	<p>Using dashes (progression from list sentence).</p> <p>Writing for impact and effect</p>
	P.C. sentences (paired conjunctions)	<p>When some words need a second word in order to make sense</p> <p>e.g. neither nor – Neither money nor gifts could make him go back to the haunted hut.</p> <p>e.g. both and - It was both creepy and unpleasant for him to work there.</p>	conjunctions

Y6		Composition and planning	Grammar		Transcription		Across the curriculum
Oral	Reading	Composition and planning	Sentences/ Punctuation	Word structure/ Language	Spelling/ Proof-reading	Handwriting	
		<p><b>WTS: Write for a range of purposes</b>  <b>WTS: In narratives, describe settings and characters..</b>  <b>WTS: Use paragraphs to organise ideas.</b>  <b>WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</b>  <b>EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</b>  <b>[From Y6 PoS: this must include examples of more formal writing.]</b>  <b>EXS: In narratives, describe settings, characters and atmosphere.</b>  <b>EXS: Integrate dialogue in narratives to convey character and advance the action..</b>  <b>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b>  <b>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</b></p>	<p><b>EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</b>  <b>EXS: Use verb tenses consistently and correctly throughout their writing.</b>  <b>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</b>  <b>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</b>  <b>WTS: Use ... mostly correctly capital letters.</b>  <b>full stops.</b>  <b>question marks.</b>  <b>commas for lists.</b>  <b>apostrophes for contraction.</b>  <b>EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</b>  <b>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</b></p>		<p><b>WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.</b>  <b>EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</b></p> <p><b>From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b>  <b>From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</b></p>	<p><b>WTS: Write legibly.</b>  <b>EXS: Maintain legibility in joined handwriting when writing at speed.</b></p>	
<p>As above for Y5 plus;</p> <p>Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out –discover; ask for – request; go in – enter)</p> <p>Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for</p>	<p>Reading to explore author's use of words to Magpie scenes, descriptions and characters</p>	<p>Writing to cause impact/ communicate to reader</p> <p>Select level of formality needed.</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <p>semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices:</p> <p>Pronouns (see year 4)</p> <p>Adverbials (see year 5)</p> <p>Repetition of a word or phrase.</p> <p>Ellipsis (eg She did it because she wanted to do it...)</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p>Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water.</p> <p>Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech</p>	<p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p>Proof-reading for accuracy and where used</p> <p>-the correct and sustained use of the passive voice to affect the presentation of information of a sentence (e.g. The boy was helped (by the girl)).</p> <p>-the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p> <p>-the use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich</p> <p>The judge demands that he attend court. It is vital that they be prepared to speak).</p> <p>To ensure that writing maintains tense and person consistently where shifts in tense occur, moves between them with some confidence</p> <p>Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place,</p>	<p>Use a consistent and fluent handwriting style with greater speed throughout their independent writing.</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Consistent use of bullet points to list information.</p> <p>Headings and sub-headings, columns bullets or tables.</p>

<p>example, the use of question tags: He's your friend, isn't he?) Use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich).</p>			<p>and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you.</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>		<p>mood or subject and proof reads for accuracy.</p> <p><b>See Spelling -work for Y5/6 p56: <a href="#">Link</a></b></p> <p>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 and Year 6</p>	<p>Irony Sentences</p>	<p>Deliberately overstates how good or bad something is (often signalling by quote marks). The overstated word is then shown to be false, through the remainder of the sentence.</p> <p>e.g. Our 'luxury' hotel turned out to be a farm outbuilding, complete with chickens!</p> <p>e.g. As the sun rose, our advertised 'beautiful view' revealed itself to be a scrapyard and a rubbish tip.</p>	<p>useful when writing letters of complaint.</p> <p>collect superlatives to use as the overstated word.</p>
	<p>Imagine 3 examples</p>	<p>Begin with the word 'imagine', then describe three parts of something (often times of places). The first two parts are separated by commas and the third with a colon. Then explain that there is such a place / thing.</p> <p>e.g. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: on Andromeda 5, there is such a planet.</p>	<p>Modal verb – used to express degrees of certainty / ability / obligation (will, could, can, could, may, might, shall, should, must, ought) Imagine a time where everyone could help each other, when life might be simpler etc....</p>
	<p>Active and passive sentences</p>	<p>Ensure children understand the difference.</p> <p>e.g. The school arranged a visit – active</p> <p>e.g. A visit was arranged by the school – passive</p>	<p>subject and object of the sentence</p>
	<p>Tell: (colon) show 3 examples</p>	<p>Two part sentence. First part tells the reader a fact or opinion. This is followed by a colon. After the colon a list of 3 examples follows. As this is a phrase list (not single words), semi-colons are used to separate the items.</p> <p>e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</p>	<p>colon</p> <p>semi-colon</p>
	<p>When _; when _; when _; then _.</p>	<p>Ends with a statement, which is preceded by 3 occurrences, which, when combined, predict the final statement.</p> <p>e.g. When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light; then the beast will awaken.</p>	<p>Writing for effect: great striking paragraph or opening.</p> <p>semi-colon in a list</p>

