



St Jude's CofE Primary School English Writing - Knowledge and Skills Progression

Map of texts used in each year group to support writing:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Friends and Family</u> Full Full Full of Love So Much Big Hair, Don't Care The Great Big Book of Families	<u>Transport</u> Naughty Bus Emma Jane's Aeroplane Duck in the Truck	<u>London's burning</u> The Great Fire of London Great Fire of London poetry	<u>Roman Revolution</u> Escape from Pompeii Black Dog	<u>Phenomenal Pharaohs</u> There's a Pharaoh in our bath!	<u>The Groovy Greeks!</u> Theseus and the Minotaur The Odyssey	<u>Hard Times: The Victorians</u> Oliver Twist
Autumn 2	<u>Let's Celebrate</u> Bonfire Night Uncle Bobby's Wedding Dipals Diwali The Story of Hannukah The Nativity	<u>The Magic Toy Maker</u> Stanley's Stick That Bear belongs to Emily Brown Emily Brown and Father Christmas	<u>The Circus is coming to town</u> Leon and the Place Between Nell and the Circus of Dreams	<u>Living in London</u> A Walk in London Ice Palace	<u>Hold back the River</u> River Story The morning I met a whale	<u>One small step...</u> Zathura Little Leaders: Bold Women in Black History	<u>Extreme Earth</u> Floodland
Spring 1	<u>Mission impossible</u> Look Up Meet the Aliens The International Space Station Whatever Next Astro Girl	<u>Dinosaurs</u> Tyrannosaurus Drip The Girl and the Dinosaur She Rex	<u>Polar Explorers</u> Lost and Found The Emperor's Egg	<u>Invaders!</u> Beowulf The Rabbits	<u>Surviving the Stone Age</u> The Iron Man Stone Age Bone Age	<u>The Caribbean</u> Papa Bois The Story of the Windrush	<u>Ancient Africa</u> Benin Creation Myth Dragonology
Spring 2	<u>Under the Sea</u> Commotion in the Ocean Rainbow Fish Under the Sea The Pirate Mums An Exciting Week in Douglas' Park Deep Sea Diary Shark in the Park	<u>Ahoy There!</u> The Night Pirates Princess Swashbuckle	<u>Into the Wild...</u> Shakleton's Journey Matthew Henson Ocean meets Sky	<u>Location, Location Location</u> Gulliver's Travels	<u>Vicious Vikings</u> Odd and the Frost Giants There's a Viking in my Bed	<u>The Terrible Tudors</u> The Tempest Macbeth	<u>Migration and Movement</u> The Unforgotten Coat My Name is not Refugee
Summer 1	<u>Once Upon a Time</u> The 3 Ninja Pigs The King and the Knight Jill and the Beanstalk Rachel Isadoras Princess and the pea Ghanaian Goldilocks	<u>Maps Mastery</u> Me on the Map Martha Maps it Out Maps: from Anna to Zane The Once Upon a Time Map Book	<u>Seaside Surprise</u> The Owl and the Pussycat Lighthouse Keeper's Lunch	<u>The Amazing Amazon</u> The Window	<u>Chocoholics</u> Charlie and the Chocolate Factory Adisa 'Belonging'	<u>Keep calm and carry on</u> The Lion and the Unicorn	<u>From Morse to Mobiles</u> The Matilda Effect
Summer 2	<u>Our wonderful world</u> Park Life Shark in the Park Nimesh the Adventurer Coming to England Ivy & the Lonely Raincloud It Starts with a Seed	<u>Our Wonderful World</u> Bog Baby Super Worms	<u>Our Wonderful World</u> Dinosaurs and all that rubbish Somebody Swallowed Stanley Clean Up	<u>Our Wonderful World</u> Tin Forest Varmints	<u>Our Wonderful World</u> Westlandia Cinnamon	<u>Our Wonderful World</u> The Last Wild	<u>Our Wonderful World</u> The Boy in the Tower

TRANSCRIPTION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling	<p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</p> <p>Spell a few common exception words (e.g. I, the, he, said, of)</p> <p>Spell some common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un-</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell many common exception words</p> <p>Spell most common exception words</p> <p>Spell some words with contracted forms</p> <p>Spell most words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1)</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the suffix -ly</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words that are often misspelt</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt for years 3 and 4</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary</p>	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Spell most of the year 5 and 6 words correctly</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p>

TRANSCRIPTION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p>	<p>Separate words with spaces</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Begin to punctuate work using question marks and exclamation marks</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Use question marks and exclamation marks appropriately</p> <p>Use commas to separate items in a list</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</p>	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p> <p>Use commas after fronted adverbials</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover</p> <p>Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity</p>

TRANSCRIPTION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Re-read what they have written to check that it makes sense.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p>	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p> <p>Understand how words can combine to make sentences</p> <p>Join words and clauses using and</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p>	<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Begin to use paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p>	<p>Understands the grammatical difference between plural and possessive -s</p> <p>Use 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</p> <p>Use 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</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis</p> <p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p>

TRANSCRIPTION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p>		<p>Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>	<p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from</p> <p>Form nouns using a range of prefixes e.g. super-, anti-, auto-</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>	<p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>Use a thesaurus</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>	<p>Use a thesaurus with confidence</p> <p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>

TRANSCRIPTION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Form lower-case and capital letters correctly.</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form most lower-case letters correctly</p> <p>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</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>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</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>

COMPOSITION							
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Oracy	<p>Re-read what they have written to check that it makes sense.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p>	<p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher</p> <p>Write down one of the sentences that he/she has rehearsed</p> <p>Discuss what he/she has written with the teacher or other pupils</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by organising paragraphs around a theme</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p>

COMPOSITON							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>		<p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Write poetry to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p>	<p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Draft and write non-narrative material, using simple organisational devices</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by précising longer passages</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Draft and write by accurately précising longer passages</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p>

COMPOSITION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Editing and Proof Reading	Re-read what they have written to check that it makes sense.	Write sentences by re-reading what he/she has written to check that it makes sense	<p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Proof-read for spelling errors linked to spelling statements for year 5</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p>

COMPOSITION							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	Re-read what they have written to check that it makes sense.		Read aloud what he/she has written with appropriate intonation to make the meaning clear	Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear