



Grange Primary Academy

The best in everyone™

Part of United Learning

Writing End of Year Expectations

Expectations of National Curriculum

EYFS Framework

Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly, and others are phonetically plausible.

Communication and language Listening and attention:

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

Physical Development (Moving and Handling)

- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

Writing composition

By the end of Reception, we would expect the children to be able to do the following:

- say out loud what they are going to write about
- write simple sentences demarcated with capital letters, finger spaces and full stops
- segment many spoken words into phonemes and represent these by graphemes - some will be spelt correctly, others will be phonetically plausible
- write some common exception words
- begin to form lower-case letters in the correct direction, starting and finishing in the right place (Kinetic Letters expectations - knowing the starting points and families)
- recognise where spaces between words have been missed.

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
Y1	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions 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, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> 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 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<p>Pupils will be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 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 using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> leave spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2
Y2		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which 	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see



LKS2

<p>letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • 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 • learning to spell common exception words • learning to spell more words with contracted forms ☐ learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply 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, common exception words and punctuation taught so far.</p>	<ul style="list-style-type: none"> • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <p>The grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: ☐</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense



UKS2

<p>ascenders and descenders of letters do not touch].</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence



	<p>specifically, as listed in English Appendix 1 ☐</p> <ul style="list-style-type: none">• use dictionaries to check the spelling and meaning of words• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ☐• use a thesaurus.	<p>pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ☐• proof-read for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<ul style="list-style-type: none">• using the perfect form of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility ☐ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Learning the grammar for years 5 and 6 in English Appendix 2 ☐ indicate grammatical and other features by: ☐ using commas to clarify meaning or avoid ambiguity in writing ☐ using hyphens to avoid ambiguity ☐ using brackets, dashes or commas to indicate parenthesis ☐ using semi-colons, colons or dashes to mark boundaries between independent clauses ☐ using a colon to introduce a list ☐ punctuating bullet points consistently ☐ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>
--	---	---	---

Overview of subject progression

EYFS

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
Nursery	<ul style="list-style-type: none"> Children listen attentively in a range of situations. 	<ul style="list-style-type: none"> Differentiate between their marks Give marks meaning Draw lines and circles correctly 			
Reception	<ul style="list-style-type: none"> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Write a simple sentence that is phonetically plausible using the sound knowledge that they have Use finger spaces To write I, no, to , go, the correctly 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 		<ul style="list-style-type: none"> To begin to use capital letters.

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
Y1	<ul style="list-style-type: none"> Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. 	<ul style="list-style-type: none"> Leaving spaces between words 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 understand which letters belong to which handwriting 'families' and to practise these 	<p>Spelling</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words <ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it <ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Use a capital letter at the beginning of a sentence and a full stop at the end Use a capital letter for the pronoun I and the names of people and places regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs Sequencing sentences to form short narratives demarcation (. ! ?) Simple sentences which contain 'and' <p>Conjunctions</p> <ul style="list-style-type: none"> and <p>Grammatical terminology</p> <p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>
Y2	<ul style="list-style-type: none"> Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation 	<ul style="list-style-type: none"> Spelling segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that 	<ul style="list-style-type: none"> When subordinate clauses are introduced, separate them from the main clause with a comma Use apostrophes for omission Use past and present tense Use correct subject verb agreement sentences with different forms: statement, question, exclamation, command

	<ul style="list-style-type: none"> • Pupils should also be taught to understand and use the conventions for discussion and debate. • All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. 	<p>and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 • 	<p>verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • Sentences with given conjunctions in the middle • Sentences beginning with 'if', 'when' • Question sentences using a question mark • expanded noun phrases to describe and specify • using conjunctions, adverbs and prepositions to express time and cause (and place) <p>Conjunctions</p> <ul style="list-style-type: none"> • because • or • when • if • but • that <p>Grammatical terminology</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) , apostrophe, comma</p>
--	--	---	---	---	--

<p style="text-align: center;">Y3</p>	<ul style="list-style-type: none"> • Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. • Pupils should also be taught to understand and use the conventions for discussion and debate. • All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. 	<ul style="list-style-type: none"> • 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 	<p>Spelling</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • 	<ul style="list-style-type: none"> • Use exclamation marks • Use apostrophes for singular possession • Use inverted commas for speech • Use 'a' or 'an' appropriately • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • word families based on common words (solve, solution, dissolve, insoluble) • Sentences with the given conjunctions in the middle and at the beginning when appropriate • Sentences beginning with 'if' and 'when' • Question sentences using a question mark use: what, which, why, who, how and when to start <p>List sentences with commas separating the items</p> <p>Conjunctions</p> <ul style="list-style-type: none"> • although • before • then • however • so • after • therefore • during <p>Grammatical terminology</p> <p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>
--	---	---	---	---	---

<p>Y4</p>	<ul style="list-style-type: none"> • Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. • Pupils should also be taught to understand and use the conventions for discussion and debate. • All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Use apostrophes for plural possession • Use pronouns accurately for <ul style="list-style-type: none"> • clarity and cohesion and to avoid repetition • Sentences with the given conjunctions in the middle and at the beginning when appropriate • Sentences beginning with a fronted adverbial which is followed by a comma <p>Conjunctions</p> <ul style="list-style-type: none"> • While • Since • Even though • Until • Unless • Whenever <p>Grammatical terminology</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>
<p>Y5</p>	<ul style="list-style-type: none"> • Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. • Pupils should also be taught to understand and use the conventions for discussion and debate. • All pupils should be enabled to participate in and gain knowledge, skills and understanding associated 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Spelling</p> <ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • Convey degrees of possibility using modal verbs and adverbs such as: like, perhaps, surely • Use adverbials of time (e.g. a few days later) place (e.g. in the middle of the park) and number (e.g. firstly) • Use parenthesis (commas, brackets and dashes) • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • using the perfect form of verbs to mark relationships of time and cause

	<p>with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>		<ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • Sentences with given conjunctions in the middle and at the beginning when appropriate • Sentences which contain a relative clause using the relative pronouns who, which, where, whose, when, that <p>Conjunctions</p> <ul style="list-style-type: none"> • Due to • As a consequence of • Consequently • As a result of <p>Grammatical terminology</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
Y6	<ul style="list-style-type: none"> • Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. • Pupils should also be taught to understand and use the conventions for discussion and debate. • All pupils should be enabled to participate in and gain knowledge, 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Spelling</p> <ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages 	<ul style="list-style-type: none"> • Use semi colons to separate clauses and the items in a list • Use colons to introduce lists • Use hyphens to avoid • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

	<p>skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>		<ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Synonyms & Antonyms • Further cohesive devices such as grammatical connections and adverbials • Use of ellipsis • Sentences using passive construction • Sentences which are appropriately formal or informal • Sentences which use the subjunctive • Sentences using adverbials such as on the other hand, in contrast, as a consequence <p>Conjunctions</p> <p>To use a variety of conjunctions appropriate to the tense e.g. cause and effect, addition, contrast</p> <p>Grammatical terminology</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	---	--	--	---	--

Year 1 overview

	Poetry/Grammar	Fiction	Non-fiction
Autumn	Grammar	<p>Stories with predictable phrasing: Children will write simple sentences using patterned language, words and phrases taken from familiar stories.</p>	<p>Recount Children will write a simple first-person recount based on personal experience using adverbs of time to aid sequencing.</p>
	<p>Senses Poetry Children will develop language to write a senses poem to describe an image.</p>		
Spring	Grammar	<p>Stories reflecting own experiences Children will write a series of sentences to retell events based on their own personal experience.</p>	<p>Instructions Following a practical experience, children will write up instructions for a simple recipe.</p>
	<p>Poetry - Rhyming couplets Children will write a short poem with the final word in each line rhyming with the previous one.</p>		
Summer	Grammar	<p>Traditional tales Children will retell part of a traditional story in their own words.</p>	<p>Report Children will write a simple non-chronological report with a series of sentences to describe aspects of the subject.</p>
	Performance Poetry		

Year 2 Overview

	Poetry/Grammar	Fiction	Non-fiction	
Autumn	Grammar	Fiction: Croc & Bird Story (3 weeks)	Non- Fiction: Croc & Bird Story (2 weeks)	
	Poetry: The Puffin Book of Fantastic Poetry (2 weeks)	Story: Stories about home Descriptions: Stories about home (3 weeks)	Instructions:	
Spring	Grammar	Story: The Owl who was afraid of the dark (1 week) Setting description: The Owl who was afraid of the dark (2 weeks)	Non- chronological report: Animals (2 weeks)	
	Poetry To be added	In character descriptions: Meercat Mail (2 weeks) Setting description (1 week)	Information text: Places (1 week) Instructions: Scaredy squirrel (2 weeks)	Recount of trip: (1 week)
Summer	Grammar	Story: Mrs Armitage on wheels (2 weeks)	Recount: Journey of an explorer (1 week) Biography: Famous explorer (1 week)	Science investigation: (1 week)
	Poetry To be added	Portal story: Jack and the bean stalk (2 weeks)	Explanatory text: how something grows (1 week) More needed	

Year 3 Overview

	Poetry/Grammar	Fiction	Non-fiction	
Autumn	Grammar revision	Developing dialogue: Stone Age Boy (2 weeks) <i>History: Stone Age and Iron Age</i>	Non-chronological report: Stone Age (2 weeks) <i>History: Stone Age and Iron Age</i>	Instructions: Stone Age (1 week) <i>History: Stone Age and Iron Age</i>
	Rhyme: Jabberwocky (1 week)	Playscripts: Roald Dahl (2 weeks)	Discussion: Settlements (2 weeks) <i>Geography: Information about the UK</i>	Informative adverts: Tourism (1 week) <i>Geography: Information about the UK</i>
Spring	Grammar revision	Points of view: Twisted Fairy Tales (2 weeks)	News report: Fairy Tale crimes (2 weeks)	Explanation: Mummification (1 week) <i>History: Ancient Egypt; links to Science: Light (from autumn term)</i>
	Haiku <i>History: Ancient Egypt</i> (1 week)	1st person narrative: Escape From Pompeii (2.5 weeks) <i>Geography: Mountains and volcanoes</i>	Non-chronological report: Mountains & volcanoes (2.5 weeks) <i>Geography: Mountains and volcanoes</i>	
Summer	Grammar revision	Narrative: Aesop's Fables (3 weeks) <i>History: Ancient Greece</i>	Letter writing: Healthy eating & exercise (2 weeks) <i>Science: Living organisms</i>	
	Similes <i>History: Ancient Greece</i> (1 week)	Author Study: Michael Foreman (2 weeks)	Persuasion: Tourism brochures (2 weeks) <i>Geography: Looking at Europe</i>	Diaries: Holiday (1 week) <i>Geography: Looking at Europe</i>

Year 4 overview

	Poetry/Grammar	Fiction	Non-fiction	
Autumn	Grammar revision	Narrative: Pourquoi Tales (2 weeks) <i>Science: Living things</i>	Report writing: Animals (1 week) <i>Science: Living things</i>	Voiceovers: David Attenborough (2 weeks) <i>Science: Living things</i>
	Kennings (1 week)	Character and setting: Fantastic Mr Fox (2 weeks)	Instructions: Building with Lego (1.5 weeks)	Letters & reviews: Product reviews (1.5 weeks)
Spring	Grammar revision	Traditional Tales: 1001 Arabian Nights (3 weeks) <i>History: Early Islamic Civilisation</i>	Explanation: The water cycle (2 weeks) <i>Science: States of matter</i>	
	Rhythm & Sounds (1 week)	Stories From Different Cultures: The Great Kapok Tree (2 weeks) <i>Geography: Rainforests</i>	Discussion: Deforestation (1 week) <i>Geography: Rainforests</i>	Persuasion multi-genre unit: Save the rainforest (2 weeks) <i>Geography: Rainforests</i>
Summer	Grammar revision	1st Person Narrative: Character diaries (3 weeks)	News report: Natural disasters (2 weeks) <i>Geography: Earthquakes and human settlements</i>	
	Syllables and Structure: Haiku, Cinquain, Tanka (1 week)	Author Study: Miriam Moss (2 weeks)	Biography: Favourite author (2 weeks)	Letters: Favourite author (1 week)

Year 5 overview

	Poetry/Grammar	Fiction	Non-fiction	
Autumn	Grammar revision	Painting a picture with words (3 weeks)	Report: World Trade (2 weeks) <i>Geography: Investigating world trade</i>	
	Epic Poems: Narrative Poetry (1 week)	Building character: Goodies and Baddies (2.5 weeks)	Comparative writing: product reviews (2.5 weeks) <i>Science: Properties of materials</i>	
Spring	Grammar revision	Narrative: Variak Paw (2 weeks)	News report: Boudica's revolt (1.5 weeks) <i>History: Romans in Britain</i>	Explanations: Life cycles (1.5 weeks) <i>Science: Life cycles</i>
	Imagery: metaphor and simile (1 week)	Narrative: Stories with flashbacks (2.5 weeks)	Discussion: Were the Romans good for Britain? (2.5 weeks) <i>History: Romans in Britain</i>	
Summer	Grammar revision	Narrative: Varmints / The Rabbits / Tin Forest (2 weeks) <i>Geography: Climate across the world</i>	Persuasion multi-genre unit: Global warming (3 weeks) <i>Geography: Climate across the world</i>	
	Song Lyrics: Space Oddity (1 week)	Narrative: Sci-Fi (2 weeks) <i>Science: Earth and space</i>	Biography: Space travelers (2 weeks) <i>Science: Earth and space;</i> <i>History: Quest for knowledge</i>	Fact or fiction: Extra-terrestrial visitors (1 week) <i>Science: Earth and space</i>

Year 6 overview

	Poetry/Grammar	Fiction	Non-fiction
Autumn	Grammar revision	Creating a new chapter (2 weeks)	Persuasion multi-genre mini unit: Reducing waste campaign (3 weeks) <i>Geography: Improving the environment</i>
	Classic Narrative Poetry (1 week)	Developing description: Characters and settings (3 weeks)	Dual voice informative writing: Fantastic Beasts (2 weeks) <i>Science: Evolution and inheritance</i>
Spring	Grammar revision	Multi-genre storytelling: The Arrival (3 weeks) <i>Geography: Living on the edge</i>	Autobiographies: 'Real life' characters from The Arrival (2 weeks) <i>Geography: Living on the edge</i>
	Imagery: Personification (1 week)	Narrative: How to train your dragon (2.5 weeks) <i>History: Vikings</i>	Discussion: Seeking Asylum (2.5 weeks) <i>Geography: Living on the edge</i>
Summer	Grammar revision	Modern retellings: Shakespeare (2 weeks)	Journalism: Fake news (2 weeks)
	Rhyme/ Rap: 60s music and protest <i>History: Power, empire & democracy</i>	Narrative: The Water Tower (2 weeks)	Research & presentation project (3 weeks)

KS3 National Curriculum Expectations

	Spoken Language	Handwriting	Writing- transcription	Writing Composition	Vocabulary, Grammar & Punctuation
KS3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • speak confidently and effectively, including through: • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> ➢ well-structured formal expository and narrative essays ➢ stories, scripts, poetry and other imaginative writing ➢ notes and polished scripts for talks and presentations ➢ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • summarising and organising material, and supporting ideas and arguments with any necessary factual detail • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan, draft, edit and proof-read through: <ul style="list-style-type: none"> ➢ considering how their writing reflects the audiences and purposes for which it was intended ➢ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ➢ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. 	<ul style="list-style-type: none"> • Pupils should be taught to: <ul style="list-style-type: none"> ☐ consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ☐ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ☐ studying the effectiveness and impact of the grammatical features of the texts they read ☐ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ☐ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ☐ using Standard English confidently in their own writing and speech ☐ discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

