



Bollinbrook CE English Curriculum- Writing (including spelling, punctuation and grammar)

‘And the child grew and was strong in spirit ‘

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Writing

Writing

The national curriculum requirements for English are presented in Year groups within each Key Stage. The **National Curriculum Links** outlined below are used to closely track the progress in writing across each year group. These are taken from the Literacy Counts material. End of Key stage expectations for writing are also outlined. At Bollinbrook, the overarching aim for English is to promote the high standards of language and literacy by equipping pupils with a strong command of the spoken word and to develop their love of literature through wide spread reading for enjoyment, drawing upon the wider curriculum. This, in turn, helps build a rich curriculum where **intent** and **implementation** leads to the **impact** and improved outcomes for children

Implementation

English is taught as a discrete subject using a text led approach. We use ‘*Literacy Counts – Ready Steady Write*’ Programme to support the planning and delivery of lessons throughout the whole school. Each half-term, each class has a focussed text from which they will produce a main fiction and non-fiction writing outcome. During some terms there will be a poetry outcome as well. In the build up to these main writing outcomes, children are given the grammar skills and vocabulary necessary to write their extended piece. *Daily Sentence Accuracy* writing opportunities are incorporated into the planning cycle so that children have time to practise applying the skills learned. Whilst in mixed age classes, the children will use the *Daily Sentence Accuracy* to practise and learn knowledge specific to the year group outcomes in relation to spelling, punctuation, grammar and vocabulary. They will do this within the context of one class text and will work towards the same writing outcomes but with differentiated expectations based on the year group expectations outlined below. We pride ourselves on teaching children how to write for a variety of audiences and a range of different purposes. This allows children to understand the different sentence types and word choices needed for different purposes and audiences. We want our children to leave here with the ability to write fluently, purposefully and with detail on a number of topics throughout the curriculum

Assessment

Writing assessment is ongoing throughout the year. This document is also used to support ongoing teacher assessments by providing a clear framework for teachers to help track progress in writing term by term. We also use teacher exemplification materials to demonstrate teacher judgements in writing at the end of each key stage. Moderation of work with local cluster schools also feeds into our writing assessment.

Sequence of 'Ready Steady Write' Units taught at Bollinbrook

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow Class (EYFS)	<p>The Something by Rebecca Cobb</p> <p>Fiction Outcome: Losing narrative Non-fiction Outcome: Information recount</p>	<p>Star in a Jar by Sam Hay</p> <p>Fiction Outcome: Finding narrative Non-fiction Outcome: Information poster</p>	<p>Juniper Jupiter by Lizzy Stewart</p> <p>Fiction Outcome: Superhero narrative Non-fiction Outcome: Information letter</p>	<p>Little Red by Bethan Woolvin</p> <p>Fiction Outcome: Traditional Tale Non-fiction Outcome: Instructions</p>	<p>The Extraordinary Gardener by Sam Boughton</p> <p>Fiction Outcome: Transformational narrative Non-fiction Outcome: Instructions</p>	<p>The Storm Whale by Benji Davies</p> <p>Fiction Outcome: Friendship narrative Non-fiction Outcome: Description poem</p>
Oak Class (Y1 / Y2)	<p>A River by Marc Martin</p> <p>Fiction Outcome: Circular narrative Non-fiction Outcome: Letter</p>	<p>The Night Gardener by Eric and Terry Fan</p> <p>Fiction Outcome: Setting narrative Non-fiction Outcome: Diary</p>	<p>The Bog Baby by Jeanne Willis</p> <p>Fiction Outcome: Finding narrative Non-fiction Outcome: Instructions</p>	<p>Grandad's Island by Benji Davies</p> <p>Fiction Outcome: Return narrative Non-fiction Outcome: Information text</p>	<p>Jack and the Baked Beanstalk by Colin Stimpson</p> <p>Fiction Outcome: Twisted tale Non-fiction Outcome: Persuasive letter</p>	<p>Rosie Revere by Andrea Beaty</p> <p>Fiction Outcome: Invention narrative Non-fiction Outcome: Explanation text</p>
Sycamore Class (Y3 / Y4)	<p>The Whale by Ethan Murrow</p> <p>Fiction Outcome: Setting narrative Non-fiction Outcome: Recount - newspaper report</p>	<p>Leaf by Sandra Dieckmann</p> <p>Fiction Outcome: Outsider narrative Non-fiction Outcome: Information text</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted narrative</p>	<p>Arthur and the Golden Rope by Joe Todd</p> <p>Fiction Outcome: Myth narrative</p>	<p>The Journey by Francesca Sanna</p> <p>Fiction Outcome: Refugee narrative Non-fiction Outcome: Diary</p>	<p>Seen and Not Heard by Katie May Green</p> <p>Fiction Outcome: Mischievous narrative</p>

			Non-fiction Outcome: Persuasive letter	Non-fiction Outcome: Information text		Non-fiction Outcome: Instructions
Rowan Class (Y4 / Y5)	Leon and the Place Between by Grahame Baker-Smith Fiction Outcome: Adversity narrative Non-fiction Outcome: Biography	Henry's Freedom Box by Ellen Levine Fiction Outcome: Diary Non-fiction Outcome: Biography	The Great Kapok Tree by Lynne Cherry Non-fiction Outcome: Diary entry or letter Non-fiction Outcome 2: Non-chronological report (wider curriculum)	The Secret Sky Garden by Linda Sarah Fiction Outcome: Transformation narrative Non-fiction Outcome: Newspaper report (visiting the sky garden)	The Errand by Leo La Fleur Fiction Outcome: Cliff-hanger narrative Non-fiction Outcome: Instruction manual	The Tempest by William Shakespeare Fiction Outcome: Summoning narrative
Ash Class (Y6)	Rose Blanche by Roberto Innocenti Non-fiction Outcome: Recount - diary entry Bravery speech	A Story like the Wind by Gill Lewis Fiction Outcome: Flashback narrative Non-fiction Outcome: Newspaper report	The Origin of Species Fiction Outcome: Discovery narrative Non-fiction Outcome: Explanation	The Way of the Wolf by Smriti Halls Fiction Outcome: Suspense narrative Non-fiction Outcome: Balanced argument, information text	Shackleton's Journey by William Grill Fiction Outcome: Endurance narrative Non-fiction Outcome: Recount - magazine article	Hansel and Gretel by Neil Gaman Fiction Outcome: Dual narrative Non-fiction Outcome: Persuasive letter

Mixed Age Planning - Willow Class (EYFS only)

Texts	Word	Sentence	Text	Punctuation
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">The Something by Rebecca Cobb</p> <p>Fiction Outcome: Losing narrative Non-fiction Outcome: Information recount</p>	<p>EYFS Recognise spoken word can be represented in print Begin to represent a word with an initial sound Teach some high frequency words</p>	<p>EYFS Orally rehearse sentences Focus on simple sentences Teacher model use of sentence accuracy check</p>	<p>EYFS Listen to and talk about stories Learn new vocabulary from texts Begin to retell familiar stories in their own words</p>	<p>EYFS Letter formation Separation of words with finger spaces</p>
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Star in a Jar by Sam Hay</p> <p>Fiction Outcome: Finding narrative Non-fiction Outcome: Information poster</p>	<p>EYFS Represent words in print segmenting them into known GPCs to make phonetically plausible attempts at spelling Continue to develop knowledge of high frequency words</p>	<p>EYFS Orally rehearse sentences and word count the number of spoken words Focus on simple sentences Teacher model use of sentence accuracy check</p>	<p>EYFS Listen to and talk about stories Learn new vocabulary from texts Begin to retell familiar stories in their own words, including some story language Supported recognition of the four parts of simple narrative</p>	<p>EYFS Letter formation Separation of words with finger spaces Personal pronoun - I</p>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Juniper Jupiter by Lizzy Stewart</p> <p>Fiction Outcome: Superhero narrative</p>	<p>EYFS Represent words in print segmenting them using increasing numbers of known GPCs to make phonetically plausible attempts at spelling</p>	<p>EYFS Orally rehearse sentences and word count the number of spoken words Orally connect one idea or action using 'and' Write: combining words to make labels, captions, lists, phrases and short sentences</p>	<p>EYFS Listen to and talk about stories Learn new vocabulary from texts Begin to retell familiar stories in their own words and using exact repetition,</p>	<p>EYFS Letter formation Separation of words with finger spaces Personal pronoun - I Full stops</p>

<p>Non-fiction Outcome: Information letter</p>	<p>Continue to develop knowledge of high frequency words</p>	<p>Teacher model and support use of sentence accuracy check</p>	<p>including some story language Supported recognition of the four parts of simple narrative</p>	
<p>Spring 2</p> <p>Little Red by Bethan Woollvin</p> <p>Fiction Outcome: Traditional Tale Non-fiction Outcome: Instructions</p>	<p>EYFS Represent words in print segmenting them using increasing numbers of known GPCs to make phonetically plausible attempts at spelling Continue to develop knowledge of high frequency words</p>	<p>EYFS Orally rehearse and recall sentence prior to writing Orally connect one idea or action using 'and' Write: combining words to make labels, captions, lists, phrases and short sentences Teacher model and support use of sentence accuracy check Re-read what they have written to check it makes sense</p>	<p>EYFS Listen to and talk about stories Learn new vocabulary from texts Begin to retell familiar stories in their own words and using exact repetition, including some story language Recognise the four parts of a simple narrative Sequence sentences to form short narratives</p>	<p>EYFS Letter formation Separation of words with finger spaces Personal pronoun - I Full stops Capital letters</p>
<p>Summer 1</p> <p>The Extraordinary Gardener by Sam Boughton</p> <p>Fiction Outcome: Transformational narrative Non-fiction Outcome: Instructions</p>	<p>EYFS Represent words in print segmenting them using increasing numbers of known GPCs to make phonetically plausible attempts at spelling Continue to develop knowledge of high frequency words</p>	<p>EYFS Orally rehearse and write: short sentence using known sounds and full stop Write: combining words to make labels, captions, lists, phrases and short sentences Joining words and phrases using 'and' Re-read what they have written to check it makes sense Encourage increased independence with the sentence accuracy check</p>	<p>EYFS Learn new vocabulary from texts Tell stories making use of recently introduced vocabulary from known texts Recognise the four parts of a simple narrative Sequence sentences to form short narratives</p>	<p>EYFS Letter formation Separation of words with finger spaces Personal pronoun - I Full stops Capital letters</p>

<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">The Storm Whale by Benji Davies</p> <p>Fiction Outcome: Friendship narrative</p> <p>Non-fiction Outcome: Description poem</p>	<p>EYFS Represent words in print segmenting them using increasing numbers of known GPCs to make phonetically plausible attempts at spelling Continue to develop knowledge of high frequency words</p>	<p>EYFS Orally rehearse and write: short sentence using known sounds, capital letter and full stop Write: combining words to make labels, captions, lists, phrases and short sentences Joining words and phrases using conjunctions 'and' 'but' 'because' Re-read what they have written to check it makes sense Encourage increased independence with the sentence accuracy check</p>	<p>EYFS Learn new vocabulary from texts Tell stories making use of recently introduced vocabulary from known texts Recognise the four parts of a simple narrative Sequence sentences to form short written narratives</p>	<p>EYFS Letter formation Separation of words with finger spaces Personal pronoun - I Full stops Capital letters, including for names</p>
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Mixed Age Planning - Oak Class (Y1 and Y2)

Texts	Word	Sentence	Text	Punctuation
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">A River by Marc Martin</p> <p>Fiction Outcome: Circular narrative</p> <p>Non-fiction Outcome: Letter</p>	<p>Y1 Plural noun suffix -s</p>	<p>Y1 Combining words to make sentences</p>	<p>Y1 Sequence sentences to form short narratives with support</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p>
	<p>Y2 Use of suffixes -er -est in adjectives</p> <p>Develop understanding of regular plural noun suffix s/es</p>	<p>Y2 Subordination (when, if that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Sentences indicates its function as a question</p>	<p>Y2 Correct choice of past and present tense throughout writing</p>	<p>Y2 Use of capital letters and full stops correctly</p> <p>Use apostrophes to mark singular possession in nouns</p>
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">The Night Gardener by Eric and Terry Fan</p> <p>Fiction Outcome: Setting narrative</p> <p>Non-fiction Outcome: Diary</p>	<p>Y1 Reinforce plural noun suffix -s, -es</p> <p>Suffix added to verbs -er</p>	<p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Y1 Sequence sentences to form short narratives with support</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p>
	<p>Y2 Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Y2 Subordination</p> <p>Co-ordination</p> <p>Sentences types - question</p>	<p>Y2 Correct and consistent choice use of past and present tense throughout writing</p>	<p>Y2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in a word</p>
<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">The Bog Baby by Jeanne Willis</p> <p>Fiction Outcome: Finding narrative</p> <p>Non-fiction Outcome: Instructions</p>	<p>Y1 Reinforce plural noun suffix -s, -es</p> <p>Prefix un- changing the meaning of verbs and adjectives</p>	<p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using and</p>	<p>Y1 Sequence sentences to form short narratives with increased independence</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Question mark</p>
	<p>Y2 Formation of adjectives using suffixes, e.g. -ful, -less</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Y2 Subordination</p> <p>Co-ordination</p> <p>Expanded noun phrases for description</p> <p>Sentence types - question and command</p>	<p>Y2 Correct and consistent choice use of past and present tense throughout writing</p>	<p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes where letters are missing in a word (contractions)</p>

<p>Spring 2</p> <p>Grandad's Island by Benji Davies</p> <p>Fiction Outcome: Return narrative</p> <p>Non-fiction Outcome: Information text</p>	<p>Y1 Suffix added to verbs -ing -ed -er</p>	<p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using and</p>	<p>Y1 Sequence sentences to form short narratives with increased independence</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Capital letter for personal pronoun - I</p>
	<p>Y2 Use of suffixes -er -est in adjectives</p> <p>Use of the suffix -ly in adverbs</p>	<p>Y2 Subordination</p> <p>Co-ordination</p> <p>Expanded noun phases for description and specification</p>	<p>Y2 Correct and consistent choice use of past and present tense throughout writing</p>	<p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p>
<p>Summer 1</p> <p>Jack and the Baked Beanstalk by Colin Stimpson</p> <p>Fiction Outcome: Twisted tale</p> <p>Non-fiction Outcome: Persuasive letter</p>	<p>Y1 Reinforce plural noun suffix -s, -es</p> <p>Prefix un- changing the meaning of verbs and adjectives</p>	<p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using and, because</p>	<p>Y1 Sequence sentences to form short narratives independently</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Capital letter for personal pronoun - I</p>
	<p>Y2 Formation of nouns using suffixes -ness, -er</p> <p>Formation of adjectives using suffixes, e.g. -ful, -less</p>	<p>Y2 Subordination</p> <p>Co-ordination</p> <p>Expanded noun phases for description and specification</p> <p>Sentence types - question and statement</p>	<p>Y2 Correct choice of past and present tense throughout writing, including progressive forms of verbs</p>	<p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>
<p>Summer 2</p> <p>Rosie Revere by Andrea Beaty</p>	<p>Y1 Reinforce plural noun suffix -s, -es</p> <p>Suffix added to verbs -ed</p>	<p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using and, because, so, but</p>	<p>Y1 Sequence sentences to form short narratives independently</p>	<p>Y1 Separation of words with spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Question mark</p> <p>Exclamation mark</p>

<p>Fiction Outcome: Invention narrative</p> <p>Non-fiction Outcome: Explanation text</p>	<p>Y2 Formation of nouns by compounding Use of suffixes -er -est in adjectives Use of the suffix -ly in adverbs</p>	<p>Y2 Subordination Co-ordination Expanded noun phases for description and specification Sentence types - question, statement, command and exclamation</p>	<p>Y2 Correct choice of past and present tense throughout writing, including progressive forms of verbs</p>	<p>Capital letters for personal pronouns</p> <p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list</p>
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Mixed Age Planning - Sycamore Class (Y3 and Y4)

Texts	Word	Sentence	Text	Punctuation
<p style="text-align: center;">Autumn 1 The Whale by Ethan Murrow</p> <p>Fiction Outcome: Setting narrative Non-fiction Outcome: Recount - newspaper report</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. im- Suffixes -ion, -ation, -ture, -sure, -ly</p>	<p>Y3 Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2)</p>	<p>Y3 Present perfect form of verbs</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks</p>
	<p>Y4 Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials</p>	<p>Y4 Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)</p>	<p>Y4 Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>
<p style="text-align: center;">Autumn 2 Leaf by Sandra Dieckmann</p> <p>Fiction Outcome: Outsider narrative Non-fiction Outcome: Information text</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. un-, re-</p>	<p>Y3 Use a wider range of conjunctions Expressing time, place and cause using prepositions (e.g. before, after, during, in, because, of)</p>	<p>Y3 Present perfect form of verbs Introduction to paragraphs as a way of grouping related material</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing</p>
	<p>Y4 Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Expressing time and place and cause using prepositions Fronted adverbials</p>	<p>Y4 Appropriate choice of pronoun or noun within and across sentence to aid cohesion and avoid repetition</p>	<p>Y4 Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>

<p>Spring 1 The Lost Happy Endings by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted narrative Non-fiction Outcome: Persuasive letter</p>	<p>Y3 Use of the forms a or an when next word starts with a consonant or vowel Suffix -ion, -ation, -ture, -sure, -ly</p>	<p>Y3 Expressing time, place and cause using conjunctions Expressing time, place and cause using prepositions Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)</p>	<p>Y3 Introduction to paragraphs as a way of grouping related material</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
	<p>Y4 Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials</p>	<p>Y4 Use adverbials and conjunctions for cohesion</p>	<p>Y4 Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>
<p>Spring 2 Arthur and the Golden Rope by Joe Todd</p> <p>Fiction Outcome: Myth narrative Non-fiction Outcome: Information text</p>	<p>Y3 Word families based on common words showing how words are related in form and meaning Prefixes dis-, in- Suffixes -tion</p>	<p>Y3 Using a wider range of conjunctions Expressing time, place and cause using conjunctions Expressing time, place and cause using prepositions Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)</p>	<p>Y3 Increased consistency in the use of paragraphs as a way of grouping related material</p>	<p>Y3 Inverted commas to punctuate direct speech</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Y4 Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with heading and sub headings</p>	<p>Y4 Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>

<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">The Journey by Francesca Sanna</p> <p>Fiction Outcome: Refugee narrative</p> <p>Non-fiction Outcome: Diary</p>	<p>Y3 Prefixes un-, re- Suffixes -tion -ly Use of the forms a or an Word families based on common words showing how they are related</p>	<p>Y3 Expressing time, place and cause using prepositions Expressing time, place and cause using adverbs</p>	<p>Y3 Increased consistency in the use of paragraphs as a way of grouping related material Headings and sub-headings to aid presentation</p>	<p>Y3 Increasing accuracy with punctuation taught previously Inverted commas to punctuate direct speech</p>
	<p>Y4 Develop understanding of standard English forms for verb inflections Grammatical difference between plural and possessive -s</p>	<p>Y4 Fronted adverbials</p>	<p>Y4 Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Y4 Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Seen and Not Heard by Katie May Green</p> <p>Fiction Outcome: Mischievous narrative</p> <p>Non-fiction Outcome: Instructions</p>	<p>Y3 Formation of nouns using a range of prefixes dis- Suffixes -tion -ly Use of the forms a or an Word families based on common words showing how they are related</p>	<p>Y3 Expressing time, place and cause using prepositions Expressing time, place and cause using adverbs</p>	<p>Y3 Increased consistency in the use of paragraphs as a way of grouping related material Headings and sub-headings to aid presentation</p>	<p>Y3 Increasing accuracy with punctuation taught previously Inverted commas to punctuate direct speech</p>
	<p>Y4 Verb inflections (we were instead of we was)</p>	<p>Y4 Fronted adverbials</p>	<p>Y4 Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme</p>	<p>Y4 Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>

Mixed Age Planning - Rowan Class (Y4 and Y5)

Texts	Word	Sentence	Text	Punctuation
<p>Leon and the Place Between by Grahame Baker-Smith</p> <p>Fiction Outcome: Adversity narrative Non-fiction Outcome: Biography</p>	<p>Y4 Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials</p>	<p>Y4 Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)</p>	<p>Y4 Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>
	<p>Y5 Develop an understanding of the use of verb prefixes</p>	<p>Y5 Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses</p>	<p>Y5 Use a range of conjunction types for impact and cohesion</p>	<p>Y5 Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)</p>
<p>Henry's Freedom Box by Ellen Levine</p> <p>Fiction Outcome: Diary Non-fiction Outcome: Biography</p>	<p>Y4. Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4 Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Expressing time and place and cause using prepositions Fronted adverbials</p>	<p>Y4 Appropriate choice of pronoun or noun within and across sentence to aid cohesion and avoid repetition</p>	<p>Y4 Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>
	<p>Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal</p>	<p>Y5 Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely</p>	<p>Y5 Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Y5 Commas, brackets and dashes for parenthesis Use commas after fronted adverbials</p>

	speech and writing – formal tone Use verb prefixes (un-, de-, re-,over-, dis-, mis-)	Use fronted adverbials		
<p>The Great Kapok Tree by Lynne Cherry</p> <p>Non-fiction Outcome: Diary entry or letter</p> <p>Non-fiction Outcome: Non-chronological report</p>	<p>Y4</p> <p>Grammatical difference between plural and possessive -s</p> <p>Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Y4</p> <p>Use adverbials and conjunctions for cohesion</p>	<p>Y4</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
	<p>Y5</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Y5</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Semi-colons to separate the boundary between independent clauses</p>	<p>Y5</p> <p>Develop understanding in using devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs, using adverbials</p>	<p>Y5</p> <p>Use commas and hyphens to clarify meaning and avoid ambiguity</p>
<p>The Secret Sky Garden by Linda Sarah</p> <p>Fiction Outcome: Transformation narrative</p> <p>Non-fiction Outcome: Newspaper Report</p>	<p>Y4</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Y4</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p> <p>Developing the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Y4</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with heading and sub headings</p>	<p>Y4</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
	<p>Y5</p>	<p>Y5</p>	<p>Y5</p>	<p>Y5</p> <p>Commas for parenthesis</p>

	Develop understanding and use of verb prefixes	Indicate degrees of possibility using modal verbs and adverbs	Develop understanding in using devices to build cohesion within a paragraph	
<p>The Errand by Leo La Fleur</p> <p>Fiction Outcome: Cliff-hanger narrative</p> <p>Non-fiction Outcome: Instruction manual</p>	<p>Y4</p> <p>Develop understanding of standard English forms for verb inflections</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Y4</p> <p>Fronted adverbials</p>	<p>Y4</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Y4</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
	<p>Y5</p> <p>Verb prefixes mis, over and de</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Y5</p> <p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Y5</p> <p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Y5</p> <p>Indicate parenthesis using brackets</p> <p>Commas for clarity</p>
<p>The Tempest by William Shakespeare</p> <p>Fiction Outcome: Summoning narrative</p>	<p>Y4</p> <p>Verb inflections (we were instead of we was)</p>	<p>Y4</p> <p>Fronted adverbials</p>	<p>Y4</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Y4</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p>
	<p>Y5</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Y5</p> <p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Develop understanding of expanded noun phrases to</p>	<p>Y5</p> <p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Y5</p> <p>Use commas for clarity and to avoid ambiguity</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p> <p>Indicate parenthesis using brackets</p>

		convey complicated information concisely Indicate degrees of possibility using modal verbs		
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Mixed Age Planning - Ash Class (Y6 only)

Texts	Word	Sentence	Text	Punctuation
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">Rose Blanche by Roberto Innocenti</p> <p>Non-fiction Outcome: Recount - diary entry Bravery speech</p>	<p>Y6</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal</p>	<p>Y6</p> <p>The difference between structures typical of informal speech and structures appropriate to formal -use of question tags in informal speech</p> <p>Develop understanding of the passive to affect the</p>	<p>Y6</p> <p>Using a wider range of cohesive devices - adverbials</p>	<p>Y6</p> <p>Semi-colons within detailed lists</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p>

	and informal vocabulary choices	presentation of information in a sentence		Dashes and commas to indicate parenthesis
<p>Autumn 2</p> <p>A Story like the Wind by Gill Lewis</p> <p>Fiction Outcome: Flashback narrative Non-fiction Outcome: Newspaper report</p>	<p>Y6</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns into verbs using suffixes (reinforce from Y5)</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p>	<p>Y6</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Y6</p> <p>Use heading, sub-headings, columns and captions to structure information</p>	<p>Y6</p> <p>Use hyphens to join words and avoid ambiguity</p> <p>Use range of punctuation taught atKS2 (Speech punctuation)</p> <p>Use the semi-colon as the boundary between independent clauses</p>
<p>Spring 1</p> <p>The Origin of Species</p> <p>Fiction Outcome: Discovery narrative Non-fiction Outcome: Explanation</p>	<p>Y6</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Y6</p> <p>The different between structures typical of informal speech and structures appropriate to formal</p> <p>Using expanded noun phrases to convey complicated information correctly</p> <p>Use the subjunctive forms in some very formal writing and speech</p>	<p>Y6</p> <p>Use heading and sub-headings to structure information</p>	<p>Y6</p> <p>Use dashes, colons and semi-colons to mark the boundary between independent clauses</p> <p>Use colons to introduce a list</p>
<p>Spring 2</p> <p>Wolves</p> <p>Fiction Outcome:</p>	<p>Y6</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p>	<p>Y6</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Y6</p> <p>Using cohesive devices e.g. synonyms</p> <p>Accurate tense choice throughout the writing</p>	<p>Y6</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p>

<p>Suspense narrative Non-fiction Outcome: Balanced argument, information text</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech</p>		<p>Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists</p>
<p>Summer 1</p> <p>Shackleton's Journey by William Grill</p> <p>Fiction Outcome: Endurance narrative Non-fiction Outcome: Recount - magazine article</p>	<p>Y6 Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Y6 Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence</p>	<p>Y6 Use heading and sub- headings to organise information</p>	<p>Y6 Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity</p>
<p>Summer 2</p> <p>Hansel and Gretel by Neil Gaman</p> <p>Fiction Outcome: Dual narrative Non-fiction Outcome: Persuasive letter</p>	<p>Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Y6 The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing</p>	<p>Y6 Linking ideas within and across paragraphs using a wider range of cohesive devices</p>	<p>Y6 Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity</p>

Overview of Teaching Sequence for Unit writing:

		A) SENTENCE ACCURACY WORK*	B) Essential Teaching	C) Optional Additional Activities
Immerse (x4 lessons)	Writer's Knowledge Vocabulary Grammar Spelling reinforcement	1. Vehicle Text Vocabulary & Grammar 2. Phrases & Grammar 3. Tune of the Text / Grammar 4. Grammar	1. Predictions about the objects 2. Pictures 3 Example Text – Understanding 4. Incidental Write 1 (e.g. Poetry)**	Other Immersive experiences Book Talk Spelling
Analyse (x3 lessons)		5. Grammar 6. Grammar 7. Grammar/Vocabulary	5. Combination of text structures and language features (not all) 6. Writer's Knowledge 7. Incidental Write 2 ** (Apply Writer's Knowledge through Setting / Character (KS1 &2) Action / Suspense/Dialogue KS2).	Drama Conventions (e.g. conscious Alley, Freeze Frame) Handwriting
Plan (x2 lessons)		8. Example Text vocabulary revisit 9. Grammar	8. Gathering Ideas & Incidental Write 3 9. Planning (Staged approach)	Incidental Write
Write (x6 lessons)			10. Spelling/ Grammar 11. Grammar 12. Grammar 13. Grammar 14. Grammar 15. Editing	10. Write – Part 1 & Editing / Proof Reading / Additions / Revisions 11. Write – Part 2 & Editing / Proof Reading / Additions / Revisions 12. Write – Part 3 & Editing / Proof Reading / Additions / Revisions 13. Write – Part 4 & Editing / Proof Reading / Additions / Revisions 14. Write – Part 5 & Editing / Proof Reading / Additions / Revisions 15. Review: Vocabulary, Writer's Knowledge and Sentence Accuracy

*Practice these 'contextual' sentences skills that are about year group expectations and also are informing the writing form of main writing outcome (i.e. diary, narrative, newspaper)

**Incidental Write Setting / Character (KS1 &2) Action / Suspense/Dialogue KS2) / Poetry (Kennings / list Poem / Metaphor poem / Spine / Free Verse / Simile)

EYFS Termly Expectations

Autumn	<ul style="list-style-type: none">• To be able to write the initial letter of their name and some recognisable letter in their name.• To engage in mark making activities such as drawing, painting, writing or typing and give meaning to their marks.• To use mark making in their play, i.e. to make a ticket, list, map etc.
Spring	<ul style="list-style-type: none">• To spell and write CVC words by identifying the sounds and then writing the sound with letter/s.• To write labels or captions by identifying the sounds and then writing the sound with letter/s.• To be able to write their name with most of the letters formed correctly.
Summer	<ul style="list-style-type: none">• To be able to form upper- and lower-case letters correctly.• To be able to write their name with all of the letters formed correctly.• To form simple sentences using words with known letter-sound correspondences using a capital letter, finger spaces and full stop.
ELG	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.
Those working in greater depth may...	<ul style="list-style-type: none">• Form all letters correctly, with clear ascenders and descenders.• Write words of more than one syllable.• Use a full stop and capital letter in a sentence.• Begin to use conjunctions such as 'and' in their sentence.

Year 1: National Curriculum Links

Writing – Composition Pupils should be taught to:

Write sentences by saying out loud what they are going to write about

Write sentences by composing a sentence orally before writing it

Write sentences by sequencing sentences to form short narratives

Write sentences by re-reading what they have written to check that it makes sense

Write sentences by discuss what they have written with the teacher or other pupils

Write sentences by reading aloud their writing clearly enough to be heard by their peers and the teacher

Year 1: Vocabulary, Grammar and Punctuation

Word

Develop understanding of regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun

Develop understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words –ing, –ed, –er and –est

Develop understanding of how the prefix un– changes the meaning of verbs and adjectives

Sentence

Develop understanding of how words can combine to make sentences Joining words and joining clauses using and

Text

Develop understanding of sequencing sentences to form short narratives

Punctuation

Develop understanding of separation of words with spaces

Develop understanding of capital letters and full stops to demarcate sentences

Develop understanding of and introduction to question marks to demarcate sentences

Develop understanding of and introduction to exclamation marks to demarcate sentences

Develop understanding of capital letters for names and for the personal pronoun 'I', people, places and days of the week

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2: National Curriculum Links

Writing – Composition Pupils should be taught to Develop positive attitudes towards and stamina for writing by:

write narratives about personal experiences and those of others (real and fictional)

write about real events

write poetry

write 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

Make simple additions, revisions and corrections to their own writing by:

evaluating writing with the teacher and other pupils

re-reading to check 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 has been written with appropriate intonation to make the meaning clear.

Year 2: Vocabulary, Grammar and Punctuation

Word

Learn how to use the formation of nouns using suffixes such as *-ness, -er*

Learn how to use the formation of nouns by compounding

Learn how to use the formation of adjectives using suffixes such as *-ful, -less -ment, -ness, -ly*

Use of the suffixes *-er, -est* in adjectives and the use of *-ly* in Standard English to turn adjectives into adverbs

Sentence

Learn how to use subordination (using *when, if, that, because*)

Learn how to use co-ordination (using *or, and, but*)

Learn how to use expanded noun phrases for description and specification

Learn how to use the grammatical patterns in a sentence indicate its function as a statement

Learn how to use the grammatical patterns in a sentence indicate its function as a question

Learn how to use the grammatical patterns in a sentence indicate its function as an exclamation

Learn how to use the grammatical patterns in a sentence indicate its function as a command

Text

Learn how to use correct choice and consistent use of present tense and past tense throughout writing

Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress

Punctuation

Learn how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences

Learn how to use commas to separate items in a list

Learn how to use apostrophes to mark where letters are missing in spelling (contractions)

Learn how to use apostrophes to mark singular possession in nouns

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 3: National Curriculum Links

Writing – Composition Pupils should be taught to:

Plan their writing by:

Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan writing by discussing and recording ideas

Draft and write by:

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Draft and write organising paragraphs around a theme

Draft and write in narratives, creating settings, characters and plot

Draft and write in non-narrative material, using simple organisational devices (e.g. headings and sub-headings)

Evaluate and edit by:

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Evaluate and edit by proof-read for spelling and punctuation errors

Evaluate and edit by 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

Year 3: Vocabulary, Grammar and Punctuation

Word

Developing understanding of the formation of nouns using a range of prefixes

Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel

Develop an understanding of Word families based on common words, showing how words are related in form and meaning

Sentence

Developing understanding by extending the range of sentences with more than one clause

Develop understanding by expressing time, place and cause using a wider range of conjunctions including *when, if, because, although, before, after, while, so*

Develop understanding by expressing time, place and cause using adverbs *then, next, soon, therefore*

Develop understanding by expressing time, place and cause using prepositions *before, after, during, in, because of*

Text

Introduction to paragraphs as a way to group related material

Develop understanding of headings and sub-headings to aid presentation

Develop understanding using the present perfect form of verbs in contrast to the simple past

Punctuation

Indicate grammatical features by the introduction to inverted commas to punctuate direct speech

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing and reading: preposition, conjunction word family, prefix, clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: National Curriculum Links

Writing – Composition Pupils should be taught to:

Plan their writing by:

Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan writing by discussing and recording ideas

Draft and write by:

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Draft and write organising paragraphs around a theme

Draft and write in narratives, creating settings, characters and plot

Draft and write in non-narrative material, using simple organisational devices (e.g. headings and sub-headings)

Evaluate and edit by:

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Evaluate and edit by proof-read for spelling and punctuation errors

Evaluate and edit by 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

Year 4: Vocabulary, Grammar and Punctuation

Word

Develop understanding of grammatical difference between plural and possessive –s

Develop understanding of standard English forms for verb inflections instead of local spoken forms

Sentence

Develop understanding of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Indicate grammatical features by using commas after fronted adverbials

Text

Use paragraphs to organise ideas around a theme

Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition

Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition

Punctuation

Use of inverted commas to indicate direct speech

Use of a comma after the reporting clause

Use of end punctuation within inverted commas

Indicating grammatical features for possession by using the possessive apostrophe with plural nouns

Indicating grammatical features using commas after fronted adverbials

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing and reading: determiner, pronoun, possessive pronoun, adverbial

Year 5: National Curriculum Links

Writing – Composition Pupils should be taught to:

Plan writing by

Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Plan writing by noting and developing initial ideas, drawing on reading and research where necessary

Plan writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Draft and write by précising longer passages

Draft and write by using a wide range of devices to build cohesion within and across paragraphs

Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

Evaluate and edit by assessing the effectiveness of their own and others' writing

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing

Evaluate and edit by 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 and Perform:

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 5: Vocabulary, Grammar and Punctuation

Word

Converting nouns or adjectives into verbs using suffixes

Develop understanding and use of verb prefixes

Sentence

Develop understanding and use of relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun

Indicating degrees of possibility using adverbs

Develop understanding and use of modal verbs to indicate degrees of possibility

Develop understanding of expanded noun phrases to convey complicated information concisely

Develop understanding in using the perfect form of verbs to mark relationships of time and cause

Text

Use devices to build cohesion within a paragraph - *then, after that, this, firstly*

Linking ideas across paragraphs using adverbials of time

Linking ideas across paragraphs using adverbials of place

Linking ideas across paragraphs using adverbials of number

Linking ideas across paragraphs using adverbials of tense choices

Punctuation

Indicate grammatical features using brackets to indicate parenthesis

Indicate grammatical features using dashes to indicate parenthesis

Indicate grammatical features using commas to indicate parenthesis

Indicate grammatical features using commas to clarify meaning or avoid ambiguity

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing and reading: modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity

Year 6: National Curriculum Links

Writing – Composition Pupils should be taught to:

Plan writing by

Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Plan writing by noting and developing initial ideas, drawing on reading and research where necessary

Plan writing by, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Draft and write by précising longer passages

Draft and write by using a wide range of devices to build cohesion within and across paragraphs

Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

Evaluate and edit by assessing the effectiveness of their own and others' writing

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing

Evaluate and edit by 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 and Perform:

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 6: Vocabulary, Grammar and Punctuation

Word

Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Develop understanding of how words are related by meaning as synonyms and antonyms

Sentence

Use expanded noun phrases to convey complicated information concisely

Develop understanding of the passive to affect the presentation of information in a sentence

Develop understanding and recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing

Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech

Text

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

Use layout devices headings, sub-headings, columns, bullets, or tables, to structure text

Punctuation

Indicate grammatical features using the semi-colon to mark the boundary between independent clauses

Indicate grammatical features using the colon to mark the boundary between independent clauses

Indicate grammatical features using the dash to mark the boundary between independent clauses

Indicate grammatical features using the colon to introduce a list

Indicate grammatical features using the semi-colons within lists

Indicate grammatical features using the bullet points to list information consistently

Indicate grammatical features by using hyphens can be used to avoid ambiguity

Terminology

Use and understand the following grammatical terminology accurately and appropriately when discussing writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

TAF Statements: Year 2

Working towards the expected standard

The pupil can after a discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- form 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.
- spell many common exception words

Working at greater depth

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- use the diagonal and horizontal strokes needed to join some letters.
- spell most common exception words

TAF Statements: Year 6

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed

Working at greater depth

The pupil can:

- 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)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- 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.