

Progression of Skills in Writing

Black – NC statutory; Italics – NC guidance; purple – adapted for Baguley Hall School

Writing: Transcription Spelling**	EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Y1	Y2	Y3	Y4	Y5	Y6
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<p>Phonics and Spelling Rules</p> <p>For those children on RWI and Fresh Start, follow the linked spelling program.</p> <p>For those children on Literacy and Language follow, 'No nonsense' spelling program.</p> <p>(Also ensure coverage of objectives from appendix 1 of NC.)</p>	<ul style="list-style-type: none"> ♣ To continue a rhyming string. ♣ To hear and say the initial sound in words. ♣ To segment the sounds in simple words and blend them together. ♣ To link sounds to letters, naming and sounding the letters of the alphabet. ♣ To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. ♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document. 	<p><i>Children in year 1 follow the RWI spelling programme. (Children also taught all objectives from NC):</i></p> <p>Spelling (see English Appendix 1) Pupils should 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 English – key stages 1 and 2 13 Statutory requirements. <p>- name the letters of the alphabet:</p> <ul style="list-style-type: none"> ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound <p>-add prefixes and suffixes:</p>	<p><i>Children follow spelling program from RWI or if they are on the Literacy and Language programme, they follow no nonsense spelling. (Children also taught all objectives from NC):</i></p> <p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>-spell by:</p> <ul style="list-style-type: none"> ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ 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 	<p><i>Children using Literacy and Language follow the no nonsense spelling programme or follow the spelling programme from RWI.</i></p> <p><i>(Children to be taught all objectives from NC for years 3-4 by the end of year 4):</i></p> <p>Spelling (see English Appendix 1) 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] (singular and plural) ♣ use apostrophes correctly for contracted forms 	<p><i>Children using Literacy and Language follow the no nonsense spelling programme or follow the spelling programme from RWI.</i></p> <p><i>(Children to be taught all objectives from NC for years 3-4 by the end of year 4):</i></p> <p>Spelling (see English Appendix 1) 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] ♣ use apostrophes correctly for contracted forms ♣ use the first two or three letters of a word to check its 	<p><i>Children using Literacy and Language follow the no nonsense spelling programme; the Fresh start spelling programme or the RWI programme.</i></p> <p><i>(Children to be taught all objectives from NC for years 5-6 by the end of year 6):</i></p> <p>Spelling (see English Appendix 1) 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 	<p><i>Children using Literacy and Language follow the no nonsense spelling programme; the Fresh start spelling programme or the RWI programme.</i></p> <p><i>(Children to be taught all objectives from NC for years 5-6 by the end of year 6):</i></p> <p>Spelling (see English Appendix 1) 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
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		<ul style="list-style-type: none"> ♣ 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] <p>-apply simple spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> ♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document. 	<ul style="list-style-type: none"> ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements ♣ applying spelling rules and guidance, as listed in English Appendix 1 ♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document. 	<ul style="list-style-type: none"> ♣ use the first two or three letters of a word to check its spelling in a dictionary <p><i>-as in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2)</i></p> <p><i>-pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p> <p><i>-Use some of the plural spelling rules, including:</i></p> <ul style="list-style-type: none"> - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in 'f'/'fe' change the 'f' or 'fe' to a 'v' before adding 'es' - 'o' and comes after a consonant, add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people 	<p>spelling in a dictionary</p> <p><i>-as in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2)</i></p> <p><i>-pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p> <p><i>-Spell more plural words correctly including:</i></p> <ul style="list-style-type: none"> - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in 'f'/'fe' change the 'f' or 'fe' to a 'v' before adding 'es' - 'o' and comes after a consonant, add 'es' to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna 	<p>to be learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> ♣ use dictionaries to check the spelling and meaning of words ♣ place the possessive apostrophe accurately in words with regular and irregular plurals ♣ use apostrophes correctly for contraction ♣ 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><i>-Spell correctly a wide range of plural words, including:</i></p> <ul style="list-style-type: none"> - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural. -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in 'f'/'fe' change the 'f' or 'fe' to a 'v' before adding 'es' 	<p>to be learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> ♣ use dictionaries to check the spelling and meaning of words ♣ place the possessive apostrophe accurately in words with regular and irregular plurals ♣ use apostrophes correctly for contraction ♣ 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><i>-Spell correctly all plurals including:</i></p> <ul style="list-style-type: none"> - adding 'es' to words 'ch', 'sh', 's', 'ss', 'x' or 'z' to make the plural. -before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es' -ending in 'f'/'fe' change the 'f' or 'fe' to a 'v' before adding 'es' - 'o' and comes after a consonant,
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				<p>and some stay the same, e.g. tuna</p> <p>♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.</p>	<p>♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.</p>	<p>-‘o’ and comes after a consonant, add ‘es’ to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna</p> <p>♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.</p>	<p>add ‘es’ to make the plural - words which may completely change form when a plural is made, e.g. people and some stay the same, e.g. tuna</p> <p>♣ Practise using a range of strategies for learning new spelling words linked to topic areas, e.g. look, cover, say, write, check and the Baguley hall spelling strategy document.</p>
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<p>Further spelling guidance</p>		<p>♣ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>♣ <i>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</i></p>	<p>♣ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>♣ <i>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</i></p>	<p>♣ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>♣ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>♣ <i>Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>	<p>♣ <i>Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>
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<p>HANDWRITING AND PRESENTATION</p> <p>Letter Formation, Placement and Positioning Joining</p>	<ul style="list-style-type: none"> ♣ To sometimes give meaning to marks as they draw and paint. ♣ To realise tools can be used for a purpose. ♣ To draw lines and circles using gross motor movements. ♣ To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. ♣ To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. ♣ To practise using fine and gross motor skills in nursery every day and throughout the week in reception, including dough disco and mark making stations. ♣ To understand and make progress towards the next stages of a pencil grip using class progression grids, as modelled and referred to continuously by school staff. 	<p>Using the RWI scheme:</p> <p>Pupils should be taught to:</p> <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>Using the RWI scheme:</p> <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 letters, when adjacent to one another, are best left unjoined ♣ 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. ♣ pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation 	<p>Using the Pen Pals scheme:</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 ascenders and descenders of letters do not touch] ♣ use joined handwriting throughout their writing. 	<p>Using the Pen Pals scheme:</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 ascenders and descenders of letters do not touch] ♣ use joined handwriting throughout their writing. 	<p>Using the Pen Pals scheme:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - write legibly, fluently, joined 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><i>-Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</i></p>	<p>Using the Pen Pals scheme:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -write legibly, fluently, joined 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><i>-Pupils should continue to practise handwriting and be encouraged to increase the speed of it. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</i></p>
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♣ To hold a pencil near point between first two fingers and thumb, and uses it with good control.

♣ To copy some letters, e.g. letters from their name.

♣ To give meaning to marks they make as they draw, write and paint.

♣ To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

♣ To show a preference for a dominant hand.

♣ To begin to use anticlockwise movement and retrace vertical lines.

♣ To begin to form recognisable letters.

♣ To use a pencil and hold it effectively to form recognisable letters, most of which are

correctly formed.

♣ To show good control and co-ordination in large and small movements.

♣ To move confidently in a range of ways, safely negotiating space.

♣ To handle equipment and tools effectively, including pencils for writing.

♣ To write simple sentences which can be read by themselves and others.

<p>COMPOSITION Planning, Writing and Editing</p>	<ul style="list-style-type: none"> ♣ Developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities) related to all curriculum areas. ♣ To understand and use targeted vocabulary in all curriculum areas. ♣ To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). ♣ To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ♣ To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' ♣ To engage in imaginative role play based on own first-hand experiences. ♣ To build stories 	<p><i>(Children are taught and use strategies from RWI and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -write sentences by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities) related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ 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 	<p><i>(Children are taught and use strategies from RWI and Literacy and Language and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop positive attitudes towards and stamina for writing by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities) related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ sequencing and writing simple and coherent narratives about personal experiences and those of others (real and fictional) ♣ writing about real events, recording and simply ♣ writing poetry ♣ writing for different purposes 	<p><i>(Children are taught and use strategies from RWI, Literacy and Language and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities), daily class novels and whole class guided reading related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ 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 -draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively 	<p><i>(Children are taught and use strategies from RWI, Literacy and Language and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities), daily class novels and whole class guided reading related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ 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 -draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively 	<p><i>(Children are taught and use strategies from RWI, Literacy and Language, Fresh Start and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities), daily class novels and whole class guided reading related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ 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 	<p><i>(Children are taught and use strategies from RWI, Literacy and Language, Fresh Start and other curriculum areas to support composition.)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: ♣ developing their understanding of story structures through 5 a day stories (including linked speaking and listening and writing activities), daily class novels and whole class guided reading related to all curriculum areas ♣ using targeted vocabulary in all curriculum areas ♣ 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
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	<p>around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <ul style="list-style-type: none"> ♣ To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. ♣ To link statements and sticks to a main theme or intention. ♣ To use talk to organise, sequence and clarify thinking, ideas, feelings and events. ♣ To introduce a storyline or narrative into their play. ♣ To write own name and other things such as labels, captions. ♣ To attempt to write short sentences in meaningful contexts. ♣ To play cooperatively as part of a group to develop and act out a narrative. 	<p>-discuss what they have written with the teacher or other pupils</p> <p>-read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>-consider what they are going to write before beginning by:</p> <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 <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 	<p>building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <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 [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</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <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 [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</p>	<p>research where necessary</p> <ul style="list-style-type: none"> ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <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 	<p>research where necessary</p> <ul style="list-style-type: none"> ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <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
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	<ul style="list-style-type: none"> ♣ To develop their own narratives and explanations by connecting ideas or events. ♣ To write simple sentences which can be read by themselves and others. ♣ Some words are spelt correctly and others are phonetically plausible. 		<p>[for example, ends of sentences punctuated correctly]</p> <p>-read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Throughout the curriculum:</p> <ul style="list-style-type: none"> ♣ <i>children should read and listen to whole books, to help them to increase their vocabulary and grammatical knowledge, including Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</i> ♣ <i>understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check</i> 	<p>appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <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 <p>- proof-read for spelling and punctuation errors English – key</p>	<p>devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <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 <p>- proof-read for spelling and punctuation errors English – key</p>
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			<p><i>their meaning is clear.</i></p> <p><i>♣use drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</i></p> <p><i>♣ draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</i></p>			<p>stages 1 and 2 38 Statutory requirements</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>stages 1 and 2 38 Statutory requirements</p> <p>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Awareness of audience, purpose and structure.</p>	<p>♣To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>♣To build up vocabulary that reflects the breadth of their experiences.</p> <p>♣To extend vocabulary, especially by grouping and</p>	<p><i>(Children to use and access RWI and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣Children should write in different genres for a range of purposes and audiences.</p> <p>♣Pupils should think aloud and</p>	<p><i>(Children to use and access RWI, Literacy and Language and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣ Pupils should write in varied genres for a range of purposes and audiences.</p> <p>♣Pupils should think aloud and talk to partners and as a whole</p>	<p><i>(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣ Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to different forms of writing.</p>	<p><i>(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣ Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to different forms of writing.</p>	<p><i>(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣ Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this</p>	<p><i>(Children to use and access RWI, Literacy and Language, Fresh Start and other teaching within different curriculum areas to support understanding.)</i></p> <p>♣ Pupils should write for a range of real purposes and audiences as part of their work across all of the curriculum and this should link to</p>

	<p>naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> ♣ To use language to imagine and recreate roles and experiences in play situations. ♣ To express themselves effectively, showing awareness of listeners' needs. 	<p>talk to partners and as a whole class to explore and collect ideas.</p> <ul style="list-style-type: none"> ♣ Pupils should be encouraged to discuss and whether their own and others writing makes sense. 	<p>class to explore and collect ideas.</p> <ul style="list-style-type: none"> ♣ Pupils should be encouraged to discuss and whether their own and others writing makes sense. 	<p>♣ Pupils should be taught and understand the skills and processes that are essential for writing: thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</p> <p>♣ Pupils should be taught to monitor whether their own and others writing makes sense.</p>	<p>♣ Pupils should be taught and understand the skills and processes that are essential for writing: thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</p> <p>♣ Pupils should be taught to monitor whether their own and others writing makes sense.</p>	<p>should link to different forms of writing.</p> <ul style="list-style-type: none"> ♣ Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear for their own and other's work. 	<p>different forms of writing.</p> <ul style="list-style-type: none"> ♣ Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear for their own and other's work.
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<p>Writing, grammar, vocabulary and punctuation</p> <p>Grammar, vocabulary, phrases and clauses</p> <p>(Refer to NC appendix 2.)</p>	<ul style="list-style-type: none"> ♣use carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation ♣To begin to understand 'why' and 'how' questions. ♣To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. ♣To use a range of tenses in speech (e.g. play, playing, will play, played). ♣To answer 'how' and 'why' questions about their experiences and in response to stories or events. ♣To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<p><i>(Using RWI and all curriculum area lessons for models of grammar, vocabulary and punctuation.)</i></p> <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: ♣using carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation - learn how to use: ♣ the present and past tenses correctly and consistently including the progressive form ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English <p>-use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>-ensure sentences start to make more sense.</p>	<p><i>(Using RWI, Literacy and Language and all curriculum area lessons for models of grammar, vocabulary and punctuation.)</i></p> <p>pupils should be taught to:</p> <ul style="list-style-type: none"> ♣use carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation - learn how to use: ♣ the present and past tenses correctly and consistently including the progressive form ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English <p>-ensure sentences make sense and are coherent</p> <p>-add ed to regular past tense verbs and know some irregular past tense verbs.</p>	<p><i>(Using RWI, Literacy and Language and all curriculum area lessons for models of grammar, vocabulary and punctuation.)</i></p> <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: ♣using carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation ♣ using the present perfect form of verbs in contrast to the past tense ♣Being confident with regular ed past tense verbs and many past tense verbs ♣using present and past progressive verbs ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ learning the grammar for years 3 and 4 in English Appendix 2 	<p><i>(Using RWI, Literacy and Language and all curriculum area lessons for models of grammar, vocabulary and punctuation.)</i></p> <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: ♣using carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation ♣ using the present perfect form of verbs in contrast to the past tense -being confident with past tense regular and irregular verbs ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣using of the forms a or an according to whether the next word begins with a consonant or a vowel 	<p><i>(Using RWI, Literacy and Language, Fresh Start and all curriculum area lessons for models of grammar, vocabulary and punctuation.)</i></p> <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: ♣using carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation ♣ recognising vocabulary and structures that are appropriate for formal speech and writing ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using modal verbs or adverbs to indicate degrees of possibility ♣describing settings, characters and 	<p><i>(Using RWI, Literacy and Language, Fresh Start and all curriculum area lessons for models of grammar, vocabulary and punctuation)</i></p> <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: ♣using carefully selected, age appropriate quality texts across the curriculum to develop vocabulary, grammar and punctuation ♣ recognising vocabulary, grammar and structures that are appropriate for the level of formality mostly correctly, including speech ♣using tenses accurately ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using modal verbs or adverbs to indicate degrees of possibility
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	<p>♣ To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>♣ use effectively opportunities taken from reading activities to link to concepts taught in SPaG.</p>	<p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>-using synonyms for well know concepts, e.g. for big, small,</p> <p>♣ understanding how words combine to make sentences</p> <p>♣ joining words and joining clauses using and</p> <p>♣ use effectively opportunities taken from reading activities to link to concepts taught in SPaG.</p>	<p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>♣ using a range of synonyms, e.g. for warm, hot, wet, dry, nice, mean and linked antonyms</p> <p>♣ forming sentences with different forms: statement, question, exclamation, command</p> <p>♣ varying ways sentences are opened, e.g. prepositions</p> <p>♣ using expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-Show examples of opening sentences in different ways</p>	<p>♣ using the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>♣ using and punctuating direct speech with synonyms for said</p> <p>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><i>-pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</i></p> <p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ using word families based on common words, showing how</p>	<p>♣ using and punctuating direct speech with synonyms for said</p> <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><i>- pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</i></p> <p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ using word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>atmospheres and integrates dialogue to convey characters and advance the action in narratives</p> <p>♣ learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ using expanded noun phrases to convey complicated information concisely</p> <p>♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>♣ extending a range of sentences with more than 1 clause by using a wider range of conjunctions, relative clauses</p>	<p>♣ understanding and using the subjunctive form</p> <p>♣ using the present perfect verb form</p> <p>♣ describing settings, characters and atmospheres and integrating dialogue to convey characters and advance the action in narratives</p> <p>♣ learning the grammar for years 5 and 6 in English Appendix 2</p> <p>♣ using all types of determiners</p> <p>♣ using passive verbs</p> <p>♣ understanding present and past progressive.</p> <p>Pupils should be taught to:</p> <p>-develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ using expanded noun phrases to convey complicated</p>
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			<ul style="list-style-type: none"> ♣ use effectively opportunities taken from reading activities to link to concepts taught in SPaG. 	<p>words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <ul style="list-style-type: none"> ♣ using conjunctions, adverbs and prepositions to express time, place and cause ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using a range of further synonyms, e.g. for light, dark, happy, sad, loud, quiet and linked antonyms ♣ using varied and rich vocabulary ♣ using a range of carefully selected adjectives, including er and est. ♣ Use ly to turn adjectives into adverbs. ♣ developing an understanding of how root words can change into different word classes, e.g. star, starry, starring, ♣ using different sentence forms 	<ul style="list-style-type: none"> ♣ using conjunctions, adverbs and prepositions to express time, place and cause ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ <u>using fronted adverbials</u> ♣ using a wider range of further synonyms and antonyms, e.g. sharp, soft, old, new, angry, worried, excited ♣ using varied and rich vocabulary ♣ using a range of adjectives, carefully selected including er and est. ♣ developing an understanding of how root words can change into different word classes, e.g. star, starry, starring, ♣ Using different sentence forms ♣ using continued expanded noun phrases ♣ using synonyms for said, <u>together with select verb choices</u> 	<p>and subordinate clauses</p> <ul style="list-style-type: none"> ♣ using varied and rich vocabulary ♣ using a vast range of synonyms and antonyms, e.g. round, flat, clean, dirty, wet, dry, angry, worried, excited -use 'ed', 'ing' and simile openers -use a range of adverbs from the Baguley Hall mat -use select conjunctions from the 5/6 school mat -be confident with past tense regular and irregular verbs ♣ use effectively opportunities taken from reading activities to link to concepts taught in SPaG. 	<p>information concisely</p> <ul style="list-style-type: none"> ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ extending a range of sentences with more than 1 clause by using a wider range of conjunctions, relative clauses and subordinate clauses ♣ using varied and rich vocabulary ♣ using fronted adverbials with commas ♣ using and confident in applying a varied range of more abstract synonyms and antonyms to writing, e.g. fresh, rotten, energetic, lazy, negative, positive, careful, daring -use a range of openers from ISPACE (ing, simile, preposition, adverb,
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				<ul style="list-style-type: none"> ♣using continued expanded noun phrases ♣using synonyms for said -Use different openers including time, place and cause -use some of the $\frac{3}{4}$ conjunctions from the Baguley Hall mat ♣use effectively opportunities taken from reading activities to link to concepts taught in SPaG. 	<p>to assist with understanding of the character and storyline.</p> <ul style="list-style-type: none"> -Use different openers including time, place and frequency -use all of the year $\frac{3}{4}$ connections from the Baguley Hall mat ♣use effectively opportunities taken from reading activities to link to concepts taught in SPaG. 		<p>conjunction and ed)</p> <ul style="list-style-type: none"> -use a range of all types of adverbials from the Baguley Hall mat -use all conjunctions on the 5/6 mat -use all types of conjunctions from Baguley Hall mat ♣use effectively opportunities taken from reading activities to link to concepts taught in SPaG.
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<p>Punctuation (Refer to NC appendix 2.)</p>		<p>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ 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' 	<p>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ learning how to use both familiar and new punctuation correctly (see 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>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ (using year 2 objectives, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive, singular) ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with single and plural nouns ♣ using an apostrophe for contracted forms ♣ punctuating direct speech 	<p>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ (using year 2 objectives, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive, singular) ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with single and plural nouns ♣ using an apostrophe for contracted forms ♣ punctuating direct speech 	<p>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ using commas to clarify meaning or avoid ambiguity in writing and after fronted adverbials ♣ 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 	<p>indicate grammatical and other features and develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ using commas to clarify meaning or avoid ambiguity in writing and after fronted adverbials ♣ 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 ♣ using ellipses ♣ punctuating bullet points consistently.
<p>Use of terminology (Refer to NC appendix 2.)</p>	<p>♣ To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>♣ Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard</p>	<p>♣ Pupils should try to use and understand the grammatical terminology in English Appendix</p>	<p>♣ Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply</p>	<p>♣ Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply</p>	<p>♣ Pupils should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in</p>	<p>♣ Pupils should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in</p>

		<p><i>English' is defined in the Glossary.</i></p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>2 in discussing their writing.</p> <p>♣ The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p><i>them correctly to examples of real language, such as their own writing or books that they have read.</i></p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p><i>them correctly to examples of real language, such as their own writing or books that they have read.</i></p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>discussing their writing and reading.</p> <p>♣Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>discussing their writing and reading.</p> <p>♣Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
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