I am a writer…

I am a writer. I can communicate my ideas for a purpose: to entertain, inform, explain or persuade. My writing skills enable me to transcend subject disciplines, and so I am able to write as storyteller, a poet, geographer, a scientist, a designer, an historian, a mathematician and an engineer. I have been empowered: I understand the technical disciplines of grammar, punctuation, sentence construction and text structure; I know the intent and affect these aspects of writing have on an intended audience. I can use accurate vocabulary. I create and craft ideas for audiences beyond my classroom.

	Key Concepts
What is writing? The earliest known writing dates back to around 3,000 BC and is widely believed to have been invented by the Sumerians, living in major cities with centralised economies in what is now southern Iraq. Temple officials needed to keep records of the grain, sheep and cattle entering or leaving their stores and farms and it became impossible to rely on memory. An alternative method was required and the very earliest texts were pictures of the items scribes needed to record (known as pictographs). They began to draw marks in the clay to make up signs, which were standardised, so they could be recognised by many people. A wedge-shaped instrument (usually a cut reed) was used to press the signs into soft clay. This gave the writing system its name, 'cuneiform', meaning wedge-shaped. From these beginnings, cuneiform signs were put together and developed to represent sounds, so they could be used to record spoken language. Once this was achieved, ideas and concepts could be expressed and communicated in writing. Today writing continues to serve purpose: to inform, entertain, explain and persuade.	Writing has four intended purposes: inform, entertain, explain or persuade.
	Writing is presented in a range of formality.
	There are rules and disciplines to writing: These are the spelling of words; the grammatical accuracy of words and these words within sentences and the punctuation devices that help to clarify meaning.
	Vocabulary informs the accuracy of the intended written word.
	Words can be printed or presented in handwritten form

Early mark-making	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
• Includes mark-making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols from left to right • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Attempts to write their own name or other names and words using combinations of lines, circles and curves or letter-type shapes				• Writing • Letter • Name (their own name)		

Ready for Year R - On entry to Year R children should be able to:
• Begin to ascribe meaning to marks

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
Introduce: • Planning Tool –Story map /story mountain • Whole class retelling of story • Understanding of beginning/ middle / end • Retell simple 5-part story: *Once upon a time First / Then / Next But So Finally,…..happily ever after* • Non-fiction: Factual writing closely linked to a story • Simple factual sentences based around a theme • Names, Labels Captions, Lists Diagrams, Messages	Introduce: • Simple sentences Simple Connectives: *and who until but* • Say a sentence, write and read it back to check it makes sense. • Compound sentences using connectives (coordinating conjunctions) and / but • -'ly' openers Luckily / Unfortunately, 'Run' – • Repetition for rhythm: *e.g. He walked and he walked* • Repetition in description *e.g. a lean cat, a mean cat*	Introduce: • Determiners *the a my your an this that his her their some all* • Prepositions: *up down in into out to onto* • Adjectives e.g. *old, little, big, small, quiet* • Adverbs e.g. *luckily, unfortunately, fortunately* • Similes – using 'like'	Introduce: • Finger spaces • Full stops • Capital letters	Introduce: • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like	Children use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Printing letters & capital letters for starting letter of own name Introduce: • Writing on the lines • Pre-cursive handwriting • Full stops • Capital letters to begin sentences.

Ready for Year 1 - On entry to Year 1 children should be able to:
• Use finger spaces
• Use story language in re-telling
• Form lower and upper case letters correctly
• Show some awareness in their writing of full stops and capital letters
• <mark>Confidently spell using phase 3 graphemes and phonemes</mark>
• Write captions, labels and simple sentences
• Read their own writing aloud
• Hold a pencil effectively using the tripod grip (in almost all cases)

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Traditional Tales / Repetitive tales: Three Billy Goats Gruff, The Little Red Hen, The Enormous Turnip	Names & Lists & Captions	• Rhyming words • Short line verse • Free verse with rhyming words • Onomatopoeic words
Meeting Tale: One Snowy Night Wishing tale: Big Bear, Little Bear	Diagrams	
Journey tale: Whatever Next Meeting tale: How to Catch a Star	Reports	
Finding tale: Harry and the Bucketful of Dinosaurs	Instructions How to Wash a Woolly Mammoth	
Meeting tale: Monkey Puzzle, Defeat the monster/Rags to riches: Jack and the Beanstalk	Messages	
Defeat the monster: The Lighthouse Keeper's Lunch, Wishing tale: Sally and the Limpet	Report: Sea creatures	

Ready for Year 1 - On entry to Year 1 children should be able to:
- Use finger spaces
- Use story language in re-telling
- Form lower and upper case letters correctly
- Show some awareness in their writing of full stops and capital letters
- Confidently spell using phase 4 graphemes and phonemes
- Write captions, labels and simple sentences
- Read their own writing aloud

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
Consolidate Reception list Introduce: Fiction: • Planning Tools: Story map / story mountain (Refer to Story-Type grids), **oral rehearsal** • Plan opening around character(s), setting, time of day and type of weather • Understanding - beginning /middle /end to a story Understanding] • 5 parts to a story: ○ Opening Once upon a time… ○ Build-up One day… ○ Problem / Dilemma Suddenly,../ Unfortunately,… ○ Resolution Fortunately,… ○ Ending Finally,…. Consolidate Non-fiction: • Planning tools: text map / washing line • Heading • Introduction Opening factual statement • Middle section(s) Simple factual sentences around a them • Bullet points for instructions • Labelled diagrams • Ending Concluding sentence • Generally use past and present tense accurately • **Write effectively for a range of purposes and audiences** • **Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading**	Consolidate Reception list • Introduce: Types of sentences: *Statements Questions Exclamations* • Simple Connectives: **and** or but so because so that then that while when where • Also as openers: *While… When… Where… -'ly' openers Fortunately,…Unfortunately, Sadly,…* • Simple sentences e.g. *I went to the park. The castle is haunted.* • Embellished simple sentences using adjectives e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.* • Compound sentences using connectives (coordinating conjunctions) *and/or/ but/so* e.g. *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.* • Complex sentences: Use of 'who' (relative clause) e.g. *Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.* • Sequence of linked sentences • 'Run' - Repetition for rhythm e.g. *He walked and he walked and he walked.* • Repetition for description e.g. *a lean cat, a mean cat a green dragon, a fiery dragon* • **Use *because* and *but* to join clauses**	• Consolidate Reception list Introduce: • Prepositions: *inside outside towards across under* • Determiners: *the a my your an this that his her their some all lots of many more those these* • Adjectives to describe *e.g. The old house… The huge elephant…* • Alliteration *e.g. dangerous dragon slimy snake* • Similes using as….as… e.g. *as tall as a house as red as a radish* • Precise, clear language to give information *e.g. First, switch on the red button. Next, wait for the green light to flash...* • Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) • **Uses simple noun phrases e.g. a huge, scary monster. A brilliant day out.** • **Consistently use vocabulary from across the curriculum in their writing**	Consolidate Reception list Introduce: • Capital Letters: Capital letter for names • Capital letter for the personal pronoun I • Capital letter for proper nouns • Full stops • Question marks • Exclamation marks • Speech bubble • Bullet points	Consolidate: • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' Introduce: • Punctuation • Question mark • Exclamation mark* • Speech bubble • Bullet points • Singular/ plural	• spell the Y1 common exception words (appendix 1 in NC) • spell words containing each of the 40+ phonemes already taught • spell days of the week • names the letters of the alphabet in order • use letter sounds to distinguish between alternate spellings of the same sound • spell verbs ending in -ing, -ed and –er • spell words containing the range of Y1 phonemes • spell adjectives ending in -er and –est • spell words using the prefix un- • Can use -s or -es for the third person singular marker for verbs • spell plural nouns by adding –s and –es • spell compound words correctly • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words • **Consistently apply Y1 spelling expectations across their writing**	Consolidate: • Sit correctly at the 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 all capital letters correctly • Form all digits 0 - 9 correctly • Leave spaces between words • Understand which letters belong to which family (e.g. tall letters, long letters). Introduce: • Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters **Editing** • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

Ready for Year 2 - On entry to Year 2 children should be able to:
- spell the Year 1 common exception words
- accurately read and write using the Year 1 phonemes
- add –er, -est, -ing, -ed where there's no change in the spelling of the root word
- form lower case letters capital letters and digits 0-9 correctly and understand which letters belong to which family
- proof read and edit their writing using word banks, displays, guided work and response to marking

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Conquering the monster tale: Three Little Pigs	Instruction	• Acrostic • Shape poems • Riddles
Finding tale: How the Tortoise Got His Shell	Report	
Warning tale: Gunny Wolf	Recount	
Wishing tale: The Bear and the Piano	Persuasion	
Losing tale: Billy's Beetle	Explanation	
Journey tale: Sam and the Toy Farmer (CT invented story)	Discussion (oral)	

Ready for Year 2 - On entry to Year 2 children should be able to:
- spell the Year 1 common exception words
- accurately read and write using the Year 1 phonemes
- add –er, -est, -ing, -ed where there's no change in the spelling of the root word
- form lower case letters capital letters and digits 0-9 correctly and understand which letters belong to which family
- proof read and edit their writing using word banks, displays, guided work and response to marking

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
• Consolidate Year 1 list Introduce: Fiction • Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid • Plan opening around character(s), setting, time of day and type of weather • Understanding 5 parts to a story with more complex vocabulary o Opening eg *In a land far away* o Build-up eg *Later that day* o Problem / Dilemma *To his amazement* o Resolution eg *As soon as* o Ending eg *Luckily, Fortunately,* o Ending should be a section rather than one final sentence Non-Fiction Introduce: • Secure use of planning tools: Text map / washing line / 'Boxing-up' grid • Introduction: o Heading o Hook to engage o Factual statement o Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken/ Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. *she is drumming, he was shouting*) • **Write effectively for a range of purposes and audiences** • **Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading.**	• Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc) • Types of sentences: Statements, Questions, Exclamations, Commands • -'ly' starters eg *Usually, Eventually, Finally, Carefully, Slowly, …* • Vary openers to sentences • Embellished simple sentences using: • adjectives eg *The boys peeped inside the dark cave.* • adverbs eg *Tom ran quickly down the hill.* • Secure use of compound sentences (Coordination) using connectives: *and/ or / but / so / yet* (coordinating conjunctions) • Complex sentences (subordination) using: • Drop in a relative clause: who/which e.g. *Sam, who was lost, sat down and cried.* • Additional subordinating conjunctions: *what/while/when/where/ because/ then/so that/ if/to/until* eg *While the animals were munching breakfast, two visitors arrived.* • Use long and short sentences: • Long sentences to add description or information. Use short sentences for emphasis. • Expanded noun phrases eg *lots of people, plenty of food* • List of 3 for description eg *He wore old shoes, a dark cloak and a red hat.*	Consolidate Year 1 list Introduce: • Prepositions: *behind above along before between after* • Alliteration eg *wicked witch* • Similes using … like … *… like sizzling sausages* *…hot like a fire* • Two adjectives to describe the noun *The scary, old woman …* • Adverbs for description *Snow fell gently and covered the cottage in the wood.* • Adverbs for information *Lift the pot carefully onto the tray.* • Generalisers for information, *Most dogs …* *Some cats …* • Formation of nouns using suffixes such as –ness, –er • Formation of adjectives • **Use suffixes such as –ful, –less, -ment, -ness, -ly** (A fuller list of suffixes can be found in the spelling appendix.) • Use of the suffixes –ed, -ing, –er and –est to form comparisons of adjectives and adverbs • Add –ies to make plurals where a change in the root word is necessary • Use a variety of simple pronouns – he, she, the girl, Lucy • Use progressive form of verbs – I was running. They are cooking dinner. We were playing in the garden. It was raining all day. • Use past and present tense correctly and consistently • **Consistently use vocabulary from across the curriculum in their writing**	Consolidate Year 1 list Introduce: • Demarcate sentences: • Capital letters • Full stops • Question marks • Exclamation marks • Commas to separate items in a list • Comma after –ly opener *Fortunately, ... Slowly, …* • Speech bubbles /speech marks for direct speech • *Apostrophes to mark contracted forms in spelling don't, can't* • *Apostrophes to mark singular possession eg the cat's name*	Consolidate: • Punctuation o Finger spaces o Letter o Word o Sentence o Full stops o Capital letter o Question mark o Exclamation mark o Speech bubble o Bullet points • Singular/ plural o Adjective o Verb o Conjunction o Connective o Alliteration o Simile – 'as'/ 'like' Introduce: • **Apostrophe (contractions and singular possession)** • Commas for description • **Commas in a list** • 'Speech marks' • Suffix • Verb / adverb • Statement question exclamation • Command (Bossy verbs) • Tense (past, present, future) ie not in bold • Adjective / noun • Noun phrases to describe and specify • Generalisers • **Exclamation marks as an indicator to the reader**	• Can spell <u>most</u> the Y2 common exception words and homophones • Segmenting spoken words into phonemes and representing these by graphemes, spelling many or <u>most</u> 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 more words with contracted forms • Distinguishing between homophones and near-homophones • Learning the possessive apostrophe (singular) [for example, the girl's book] • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Can spell words using Y2 suffixes and rules for plurals • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Can spell words containing the range of Y2 phonemes • **Consistently apply Y2 spelling expectations across writing**	• Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters • **Use joined handwriting most of the time** **Editing** • **Use a dictionary** • Read writing aloud to make intonation clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing** • **Proof-read and edit writing in relation to Y2 grammar and spelling expectations**

Ready for Year 3 - On entry to Year 3 children should be able to:
- Spell the Year 2 common exception words
- Add –er, -est, -ing, -ed applying Year 2 spelling rules
- Form letters fs the correct size and use joining as appropriate
- Proof read and edit their writing
- Use simple and progressive verb forms

Range & Context

Fiction text & story types	Non-Fiction text & text types	Poetry types
Finding tale: The Story of Pirate Tom	Instruction	- Haiku
Rebirth tale: Little Samuel	Report	- Diamante
Journey tale: The Snail and the Whale	Persuasion	- Free verse/poet focus
Rebirth: The Tin forest	Recount	
Losing Tale: The Disgusting Sandwich	Explanation	
Meeting Tale: The Papaya that Spoke	Discussion (oral and written)	

Ready for Year 3 - On entry to Year 3 children should be able to:
- Spell the Year 2 common exception words
- Add –er, -est, -ing, -ed applying Year 2 spelling rules
- Form letters fs the correct size and use joining as appropriate
- Proof read and edit their writing
- Use simple and progressive verb forms

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 2 list Introduce: Fiction • Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids) • Plan opening around character(s), setting, time of day and type of weather • Paragraphs to organise ideas into each story part • Extended vocabulary to introduce 5 story parts: o Introduction –should include detailed description of setting or characters o Build-up –build in some suspense towards the problem or dilemma o Problem / Dilemma –include detail of actions / dialogue o Resolution - should link with the problem o Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction Introduce: • Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids • Paragraphs to organise ideas around a theme • Introduction Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….? Why….? When….? How….?* • Middle Section(s) Group related ideas /facts into paragraphs Sub headings and headings, columns, logical sequencing and captions to introduce sections / paragraphs in fiction and non-fiction writing • Topic sentences to introduce paragraphs • Lists of steps to be taken • Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders *e.g. Information boxes/ Five Amazing Facts Wow comment* Use of the perfect form of verbs to mark relationships of time and cause e.g. *I have written it*	Consolidate Year 2 list Introduce: • Vary long and short sentences: • Long sentences to add description or information. • Short sentences for emphasis and making key points e.g. *Sam was really unhappy. Visit the farm now.* • Embellished simple sentences: • Adverb starters to add detail e.g. o *Carefully, she crawled along the floor of the cave….* o *Amazingly, small insects can….* • Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) o *A few days ago, we discovered a hidden box.* o *At the back of the eye, is the retina.* o *In a strange way, he looked at me.* • *Prepositional phrases to place the action: on the mat; behind the tree, in the air* • Compound sentences (Coordination) using connectives: *and/ or / but / so / for /nor / yet / although / while / as / because* (coordinating conjunctions) • Develop complex sentences (Subordination) with range of subordinating conjunctions -'ing' clauses as starters e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* • Drop in a relative clause using: who/whom/which/whose/that e.g. *The girl, whom I remember, had long black hair.* *The boy, whose name is George, thinks he is very brave.* *The Clifton Suspension bridge, which was finished in 1864,is a popular tourist attraction.* • Sentence of 3 for description e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* • Pattern of 3 for persuasion e.g. *Visit, Swim, Enjoy!*	Consolidate Year 2 list Introduce: • Prepositions *Next to by the side of In front of during through throughout because of* • Powerful verbs e.g. *stare, tremble, slither* • Use present perfect form of verb e.g. *He had left that morning… She has baked cakes for years.. They have moved to France…* • Boastful Language e.g. *magnificent, unbelievable, exciting!* • Use a range of adverbs, conjunctions and prepositions for time, place and cause • More specific / technical vocabulary to add detail e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.* *Drops of rain pounded on the corrugated, tin roof.* • Nouns formed from prefixes e.g. *auto… super…anti…* • Word Families based on common words e.g. *teacher –teach, beauty – beautiful* • Use of determiners a or an according to whether next word begins with a vowel e.g. *a rock, an open box* • Use pronouns and nouns to aid cohesion with sentences • **Consistently use vocabulary from across the curriculum in their writing**	Consolidate Year 2 list Introduce: • Colon before a list e.g. *What you need:* • Ellipses to keep the reader hanging on • Secure use of inverted commas for direct speech • Use of commas after fronted adverbials (e.g. *Later that day, I heard the bad news.*) • Secure the use of commas in a list • Secure use of apostrophes for contractions and singular possession • **Demarcate speech with all necessary punctuation**	Consolidate: Punctuation o Finger spaces o Letter o Word o Sentence o Statement question exclamation o Command o Full stops o Capital letter o Question mark o Exclamation mark o Speech bubble o 'Speech marks' o Bullet points o Apostrophe (contractions only) o Commas for sentence of 3 – description • Singular/ plural • Suffix • Adjective / noun / Noun phrases Verb / adverb • Bossy verbs (imperative) • Tense (past, present, future) • Connective • Generalisers • Alliteration • Simile – 'as'/ 'like' Introduce: • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction • Commas in a list	Consolidate Year 2 list • Can spell at least half of the Y3/4 common exception words, homophones and words from other origins • Can spell words using some of the Y3/4 prefixes and suffixes • Can use the first 2 letters of a word to check spellings in a dictionary • **Consistently apply Y3 spelling expectations across writing**	• Consolidate Year 2 expectations • Write in a legible, joined and consistent style **Editing** • Use a dictionary • Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations • Proof-read and edit own writing • Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing** • **Proof-read and edit writing in relation to Y3 grammar and spelling expectations**

down so I can check what it said. • Use of present perfect instead of simple past. *He has left his hat behind,* as opposed to *He left his hat behind.* • **Secure use of paragraphing** • **Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading**	• Topic sentences to introduce non-fiction paragraphs e.g. *Dragons are found across the world.* Dialogue –powerful speech verb e.g. *"Hello," she whispered.* • **Understand the concept of a main and subordinate clause**

Ready for Year 4 - On entry to Year 4 children should be able to:
- Spell the Year 3 words from the word list
- Use all Year 3 punctuation consistently and accurately
- Use a range of adverbs for time, cause and place
- Consistently use a range of co-ordinating and subordinating conjunctions
- Meet expectations of the Y3 spelling programme
- Use simple paragraphs
- Use simple, progressive and perfect forms of verbs
- Use direct speech, correctly punctuated

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Warning tale: Beware of the Iron man	Discussion (oral and written)	• Rhyming couplets • Clerihew Raps
Adventure tale: Adventures at Sandy Cove	Recount	
Conquering the monster tale: The Magic Brush	Report	
Portal tale: Elf Road	Explanation	
Wishing tale: King of the Fishes	Persuasion	
Journey tale: Kassim and the Greedy Dragon	Instruction	

Ready for Year 4 - On entry to Year 4 children should be able to:
- Spell the Year 3 words from the word list
- Use all Year 3 punctuation consistently and accurately
- Use a range of adverbs for time, cause and place
- Consistently use a range of co-ordinating and subordinating conjunctions
- Meet expectations of the Y3 spelling programme
- Use simple paragraphs
- Use simple, progressive and perfect forms of verbs
- Use direct speech, correctly punctuated

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 3 list Introduce: • Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids • Plan opening using: Description /action • Paragraphs: to organise each part of story to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma • Developed 5 parts to story *Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters* • Develop settings linked to genre and intended effect • Develop characters Non-Fiction o Introduce: Secure use of planning tools: o Text map/ washing line/ 'Boxing –up' grid o Paragraphs to organise ideas around a theme Logical organisation o Group related paragraphs o Develop use of a topic sentence Link information within paragraphs with a range of connectives o Use of bullet points, diagrams *Introduction Middle section(s)* o *Ending: Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion* o **Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading**	Consolidate Year 3 list Introduce: • Standard English for verb inflections instead of local spoken forms • Long and short sentences: Long sentences to enhance description or information • Short sentences to move events on quickly *e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.* • Secure use of simple / embellished simple sentences • Secure use of compound sentences (Coordination) using coordinating conjunction *and / or / but / so / for / nor / yet* (coordinating conjunctions) • Develop complex sentences: (Subordination) • Write complex sentences with the subordinate clause at the start and at the end of the sentence • Main and subordinate clauses with range of subordinating conjunctions. • -'ed' clauses as starters e.g. *Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.* • Expanded -'ing' clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.* • Drop in –'ing' clause e.g. *Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.* • Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.* • Repetition to persuade e.g. *Find us to find the fun* • Dialogue - verb + adverb - *"Hello," she whispered, shyly.* • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition • Use noun phrases expanded with modifying adjectives, modifying nouns and prepositional phrases • Use fronted adverbial for time, manner and place	Consolidate Year 3 list Introduce: • Prepositions *at underneath since towards beneath beyond* • Conditionals - *could, should, would* • Comparative and superlative adjectives e.g. *small…smaller…sm allest good…better…best* • Proper nouns refers to a particular person or thing *e.g. Monday, Jessica, October, England* • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) • Possessive pronouns e.g. hers, theirs, ours, yours, mine • Understand the difference between plural and possessive –s • **Correct verb tense and form**	Consolidate Year 3 list Introduce: • Commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural. • **Secure use of commas to separate main and subordinate clauses**	Consolidate: Punctuation: o Finger spaces o Letter o Word o Sentence o Statement question exclamation Command o Full stops o Capital letter o Question mark o Exclamation mark o Speech bubble o 'Speech marks' o Direct speech o Inverted commas o Bullet points o Apostrophe (contractions only) o Commas for sentence of 3 – description, action o Colon - instructions • Singular/ plural Suffix/ Prefix Word family Consonant/Vowel • Adjective / noun / noun phrase • Verb / Adverb Bossy verbs - imperative • Tense (past, present, future) • Connective • Conjunction • Preposition • Determiner/ generaliser Clause • Subordinate clause • Relative clause • Relative pronoun • Alliteration Simile – 'as'/ 'like' Synonyms Introduce: • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession	Consolidate Year 3 expectations. • **Use prefixes and suffixes from Y3/4 appendix and know how to add them** • Spell and use words which are often misspelled from the y3/4 word list • **Spell and use homophones and near homophones from the y3/4/ list** • Use the suffixes tion, ation, sion,cian to form nouns • Use and spell the 'in' prefix when it is changed to il, ir,im • Use the suffix ly to form adverbs • Use the suffix ous to form adjectives • Spell words with : ou,ch,que, gue, sc from the spelling appendix • Write simple dictated words and sentences that include spelling (and punctuation) taught • **Use dictionaries** effectively using 1st 3 letters of a word to check spelling. • **Consistently apply Y4 spellings across their writing**	• Increase legibility, consistency, quality of handwriting, e.g. downstrokes parallel and equal • Use joined writing consistently **Editing** • Use a dictionary • Evaluate writing through discussion and make improvements through revising the grammar, spelling and vocabulary in relation to the Y4 expectations • Proof-read and edit writing • Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing** • **Consistently use vocabulary from across the curriculum in their writing**

	· Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs · **Secure cohesion with paragraphs** · **Maintain an appropriate level of formality throughout writing**				

Ready for Year 5 - On entry to Year 5 children should be able to:
- Spell the Year 3/4 words from the word list
- Identify main and subordinate clauses
- Use fronted adverbials, with commas
- Meet expectations of the Y4 spelling programme
- Use all Year 4 punctuation consistently and accurately, including all speech punctuation
- Organise paragraphs around a theme

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Portal story: Clock Close	Instruction	· Performance poems – The Sound Collector · Kennings – Discover me · Riddles – The Tyger
Conquering the monster tale: Beowulf	Report	
Familiar Setting: Renata's Seaside (CT written)	Information text	
Suspense: Zelda Claw	Persuasive text	
Creation tale: How the elephant got it's trunk (CT written)	Diaries/recounts	
Finding tale: Kidnapped	Information text	

Ready for Year 5 - On entry to Year 5 children should be able to:
- Spell the Year 3/4 words from the word list
- Identify main and subordinate clauses
- Use fronted adverbials, with commas
- Meet expectations of the Y4 spelling programme
- Use all Year 4 punctuation consistently and accurately, including all speech punctuation
- Organise paragraphs around a theme

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting

Consolidate Year 4 list
 	
Introduce:
• Secure independent use of planning tools
• Story mountain /grids/flow diagrams (Refer to Story Types grids)
• Plan opening using: Description /action/dialogue
• Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.
• Use a range of cohesive devices within and between paragraphs
• Develop setting and atmosphere in detail
• Develop characterisation by drawing on their reading
• Write with appropriate levels formality to fit with audience and purpose
• Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks
  o Introduction –should include action / description - character or setting / dialogue
  o Build-up –develop suspense techniques
  o Problem / Dilemma –may be more than one problem to be resolved
  o Resolution –clear links with dilemma
  o Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question .
 	
Non -Fiction
Introduce:
• Independent planning across all genres and application
• Secure use of range of layouts suitable to text.
• Structure: Introduction / Middle / Ending Secure use of paragraphs:
• Use a variety of ways to open texts and draw reader in and make the purpose clear
• Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in
• Express own opinions clearly
• Consistently maintain viewpoint
	Consolidate Year 4 list
	
	Introduce:
	• Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.
	• Secure use of simple / embellished simple sentences
	• Secure use of compound sentences
	• Use embedded clauses
	• Write sentences with subordinate clause at the beginning and end
	• Use defining and non-defining relative clauses:
	  o Defining: provide essential information, no commas needed
	  o Non-defining: provide additional information, needs commas
	• Develop complex sentences: (Subordination)
	• Main and subordinate clauses with full range of conjunctions:
	  o Expanded –ed clauses as starters *e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.*
	  o Elaboration of starters using adverbial phrases *e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*
	  o Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*
	
	• Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect
	• Moving sentence chunks (how, when, where) around for different effects *e.g. The siren echoed loudly ….through the lonely streets ….at midnight*
	• Use of rhetorical questions
	• Stage directions in speech (speech + verb + action) e.g. *"Stop!"* he shouted, picking up the stick and running after the thief.
	• Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must)* or adverbs (perhaps, surely)
	• **Secure use of a range of sentence structures**
		Consolidate Year 4 list
		
		Introduce:
		•Metaphor
		•Personification
		•Onomatopoeia
		•Empty words *e.g. someone, somewhere was out to get him*
		•Developed use of technical language
		•Converting nouns or adjectives into verbs using suffixes *(e.g. –ate; –ise; –ify)*
		•Verb prefixes *(e.g. dis–, de–, mis–, over– and re–)*
		•Indicate degrees of possibility using modal verbs e.g. could, should, would, may, might, will
		•Indicate degrees of possibility using adverbs e.g. perhaps, surely, possibly, certainly
		• Relative pronouns e.g. who, which, where, when, that, whose
		•Use a thesaurus effectively
		• **Begin to experiment with using passive voice**
			Consolidate Year 4 list
			
			Introduce:
			• Rhetorical question
			• Dashes for after thoughts
			• Brackets/dashes/commas for parenthesis
			• Colons
			• Use of commas to clarify meaning or avoid ambiguity
			• Comma to separate main and subordinate clause
			• Commas to mark non-defining relative clauses
			• **Use semi-colons to separate main clauses**
				Consolidate:
				
				Punctuation:
				• Letter/ Word
				• Sentence
				• Statement question exclamation Command
				• Full stops/ Capitals
				• Question mark
				• Exclamation mark • 'Speech marks'
				• Direct speech • Inverted commas
				• Bullet points
				• Apostrophe contractions/ possession
				• Commas for sentence of 3 – description, action
				• Colon – instructions
				• Parenthesis / bracket / dash
				
				• Singular/ plural
				• Suffix/ Prefix
				• Word family
				• Consonant/Vowel
				• Adjective / noun / noun phrase
				• Verb / Adverb
				• Bossy verbs - imperative
				
				• Tense (past, present, future)
				• Conjunction / Connective Preposition Determiner/ generaliser
				• Pronoun – relative/ possessive Clause
				• Subordinate/ relative clause Adverbial
				• Fronted adverbial
				• Alliteration
				• Simile - 'as'/ 'like'
				• Synonyms
				
				Introduce:
				• Relative clause/ pronoun
				• Modal verb
				• Parenthesis
				• Bracket - dash
				• Determiner
				• Cohesion
				• Ambiguity
				• Metaphor
				• Personification
				• Onomatopoeia
				• Rhetorical question
					Consolidate Year 4 expectations.
					
					Refer to Y5 HVA Spelling Bank:
					• Spell some words with silent letters
					• spell words anding in cious or tious
					• Spell words ending in tial or cial
					• Spell words with the sound spelt ei after ce (e.g. receive, ceiling)
					• Convert nouns or adjectives into verbs using suffixes e.g. ise, ify,ate
					• Use and spell verb prefixes, dis-,de-,mis-, over-, re-
					• Use a dictionary to check spelling and meaning
					• **Consistently apply Y5 spelling expectations across their writing**
						• Write legibly, fluently and with increasing speed
						• Choose whether or not to join specific letters.
						• Choose the writing implement best suited to the task.
						• Use legible, joined writing consistently
						
						Editing
						• Evaluate writing through discussion and make improvements through revising grammar and vocabulary in relation to Y5 expectations
						• Proof-read and edit writing
						• Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear
						• **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

• Summary clear at the end to appeal directly to the reader • **Manipulate formality in different types of writing**	• **Begin to manipulate clauses for effect**					

Ready for Year 6 - On entry to Year 6 children should be able to:
- Spell the Year 5 words from the word
- Use relative and embedded clauses
- Use commas to punctuate clauses
- Use modal verbs and adverbs to express possibility
- Meet expectations of the Y5 spelling programme
- Use all Year 5 punctuation consistently and accurately
- Maintain cohesion within and between paragraphs

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Quest: The Whale (CT written)	Recount	• Haiku • Renga • Senryu
Suspense: Little Vixen	Report	
Journey tale: Wolf Brother (CT abridged)	Instruction	
Finding tale: The Game	Persuasion	
Warning tale: The caravan	Explanation	
Losing tale: Gollum (CT written)	Discussion (oral and written)	

Ready for Year 6 - On entry to Year 6 children should be able to:
- Spell the Year 5 words from the word
- Use relative and embedded clauses
- Use commas to punctuate clauses
- Use modal verbs and adverbs to express possibility
- Meet expectations of the Y5 spelling programme
- Use all Year 5 punctuation consistently and accurately

Maintain cohesion within and between paragraphs

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
Consolidate Year 5 list • Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips • Start story at any point of the 5 part structure • Maintain plot consistently working from plan • Paragraphs -Secure use of linking ideas within and across paragraphs • Secure development of characterisation Non-fiction: • Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose • Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic • Use different techniques to conclude texts Use appropriate formal and informal styles of writing • Choose or create publishing format to enhance text type and engage the reader • Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision • Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text • Manipulate and control the use of narrative language features e.g. power of 3, repetition, time and pace, passive voice, dialect • Manipulate and control the use of non-fiction language features e.g. technical vocab, rhetorical questions, passive voice • Manipulate and control the use of organisational features • Use a range of devices to build cohesion within and between paragraphs e.g. repetition, adverbials, ellipsis, referencing, noun/pronoun chains • **Distinguish between the language of speech and writing**	Consolidate Year 5 list • Secure use of simple / embellished simple sentences • Secure use of compound sentences • Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: • Active and passive verbs to create effect and to affect presentation of information *e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The class heated the water. Passive: The water was heated.* • Developed use of rhetorical questions for persuasion • Expanded noun phrases to convey complicated information concisely (*e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the subjunctive in some very formal writing and speech) as in *If I were you .* • Use formal and informal question tags e.g. You don't want the forests to die, do you? • Use dialogue to convey character and advance the action • Use a range of simple, complex and compound sentences, moving the position of the subordinate clause •	Consolidate Year 5 list • Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and antonyms e.g. big/ large / little • Use passive voice to create empathy or suspense • Use passive voice to create formal tone • Use a range of figurative language – similes, metaphors, personification, allusion, idioms • Correct use of dictionary and thesaurus • **Manipulate the language and grammar taught within a range of independent writing, drawing on their own reading** • **Consistently use vocab from across the curriculum in their writing**	Consolidate Year 5 list • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. • Use of colon to introduce a list and semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity *(e.g. man eating shark versus man-eating shark, or recover versus re-cover)* • Use colons to mark independent clauses • **Use full range of punctuation taught at KS2 appropriately** • **Use punctuation to avoid ambiguity or enhance meaning e.g. defining and non-defining relative clauses clearly marked, punctuation for emphasis and effect**	Consolidate: • punctuation • letter/ Word • sentence • statement • question • exclamation • command • Full stops/ Capitals • Question mark • Exclamation mark • Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • bracket- dash • Singular/ plural • Suffix/ Prefix • Word family • Consonant/Vowel • Adjective / noun / noun phrase	Consolidate KS2 expectations. • spell correctly most words from the year 5 / year 6 spelling list • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Spell most words from Y5/6 list accurately and apply these in writing • **Apply Y6 spelling expectations across writing**	• Use legible and joined writing consistently when writing at speed **Editing** • Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 expectations • Proof-read and edit writing • **Consistently use editing and revising strategies to improve the quality and accuracy of their writing**

and choose the appropriate register					
• **Demonstrate an assured and conscious levels of control over formality**					

Ready for Year 7 - On entry to Year 7 children should be able to:
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g.1st person in a diary; direct address in instructions & 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. contracted forms in dialogues; 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.2

Range & Context		
Fiction text & story types	**Non-Fiction text & text types**	**Poetry types**
Rags to riches tale:	Recount	Ottava Rima
A tale of fear:	Report	Irregular Ode
Conquering the monster tale:	Instruction	Limericks
Finding tale	Persuasion	
Journey tale	Explanation	
Losing tale	Discussion (oral and written)	