



Deer Park Primary School

WRITING CURRICULUM

Our Ultimate End Goal:

What will our writers be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 writers will articulate and imaginative communicators**
- **They will be able to communicate what they know about the world around them and be well-equipped with the skills they need to do this effectively**
- **They will be inspired by learning from real authors who write for different purposes**
- **They will have a good understanding of the process involved in writing effectively: how to plan, to draft and to edit before being ready to publish.**
- **Spelling, punctuation and grammar will be embedded and effectively applied.**
- **Our children will be passionate about people understanding what it is they want to say and use grammatical devices to help them communicate with clarity. Ultimately they understand that grammar helps them to say what they truly mean and for their writing to be read how they intended**
- **Our children will have a genuine love of language and the written word, writing independently and recognising what a powerful tool writing can be.**
- **Our children will leave having experienced many rich, real-life experiences through which they have written for authentically and have experienced the motivation of writing for pleasure. Ultimately, they know that their writing can be used to make the world a better place to be.**

Curriculum Coverage (NC)

What are the most basic requirements from the Early Years and KS1 National Curriculum?

EYFS	Year 1	Year 2
<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>write simple phrases and sentences that can be read by others</p>	<p>Spelling - Transcription</p> <p>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 <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> <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> <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>Spelling - Transcription</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 learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
	<p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>

Writing- Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing- Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events writing poetry writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

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

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-

		<p>ordination (using or, and, or but)</p> <ul style="list-style-type: none"> the grammar for year 2 in English Appendix 2 some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>
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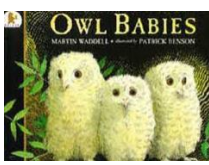
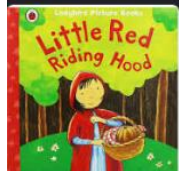



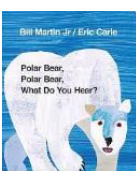


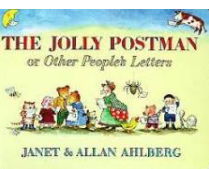
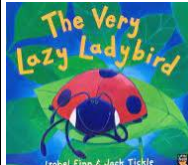
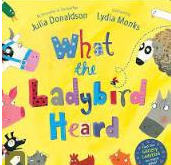
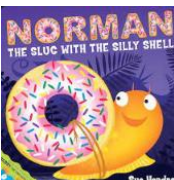
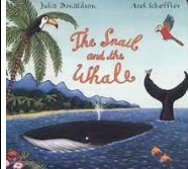
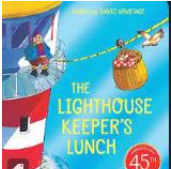
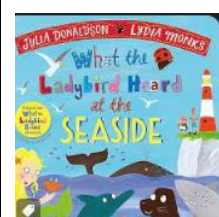
Curriculum Coverage (NC)
What are the most basic requirements from KS2 National Curriculum?

Year 3	Year 4	Year 5	Year 6
<p>Writing - Transcription Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>Writing - Transcription Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>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>	
<p>Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of 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].</p>		<p>Handwriting Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	
<p>Writing - Composition Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p>		<p>Writing - Composition Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary 	

<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>
<p>Writing – Vocabulary, Grammar and Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Writing – Vocabulary, Grammar and Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list • punctuating bullet points consistently

	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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Key Texts for Writing Overview

Cycle A		Autumn	Spring	Summer
Reception	                          	<p>Beegu - Alexis Deacon Outcome: Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p> <p>Cave Baby - Julia Donaldson & Emily Gravett Outcome: Narrative retellings Labels and captions, informal letters</p>	<p>Ocean Meets Sky - Eric Fan & Terry Fan Outcome: Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue</p> <p>Dragon Machine - Helen Ward Outcome: Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p>	<p>Rosie Revere, Engineer - Andrea Beaty Outcome: Short explanations, writing in role, reports, adverts</p> <p>The Minpins - Roald Dahl Outcome: Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards</p>

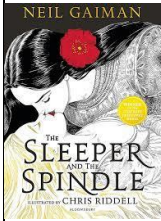
	 <p>Send for a Superhero – Michael Rosen Outcome: Wanted posters, letters, emails, character descriptions, captions</p>  <p>Billy and the Beast - Nadia Shireen Outcome: Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes</p>	 <p>The Great Fire of London - Emma Adams Outcome: Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>  <p>Lost and Found - Oliver Jeffers Outcome: Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</p>	 <p>Astro Girl - Ken Wilson-Max Outcome: Fact files about being astronauts Writing in role, commands, 'how to' guides</p>  <p>House Held up by Trees - Ted Kooser Outcome: reports Factual descriptions, advertisements, explanations, poetry</p>
<p>Year 3 and Year 4</p>	 <p>The Small Shoemaker – Literacy Shed Video Outcome: Advert using emotive and descriptive language. Facts, opinions and rhetorical questions that hook the reader. Advertisement poster.</p>  <p>Journey - Aaron Becker Outcome: Write a story opening, setting description, dilemma, resolution and an ending for the first book in the Journey trilogy.</p> <p>Calligrams and Shape Poetry</p>	 <p>Midsummer Night's Dream – Shakespeare Outcome: Descriptions, Missing person poster, podcast, first person re-telling</p>  <p>Until I Met Dudley - Roger McGough & Chris Riddell Outcome: Two explanation texts - formal and informal Letters, short explanatory paragraphs</p>  <p>Medusa - Greek Mythology Outcome: Diary, Playscript, Wanted Poster</p> <p>The Rainforest Outcome: layout features of non-chronological reports, research and record as notes on a plan, create own non-chronological report using impersonal, technical language, facts and opinions.</p>	 <p>Cloud Tea Monkeys - Elspeth Graham & Mal Pee Outcome: Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p>  <p>The Selfish Giant - Oscar Wilde Outcome: Own version narratives Letters, first person recounts, diaries, letters, posters, reports</p>  <p>The First Drawing - Satoshi Kitamura Outcome: Character description, diary entry, recount</p>

**Year 5 and
Year 6**



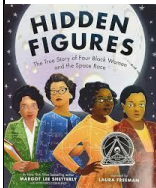
Alma

Outcome:



The Sleeper and the Spindle - Neil Gaiman & Chris Riddell

Outcome: Fairytale reworkings
Warning posters, diaries, dialogue,
estate agent's descriptions,
character descriptions, missing
narratives



Hidden Figures - Margot Shetterly

Outcome: Memoirs Reports, formal
and informal letters, diaries,
character descriptions, journalistic
writing



The Lost Thing - Shaun Tan

Outcome: Own version narratives
Diaries, formal letters, adverts,
character and setting descriptions,
reports



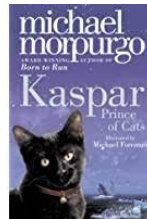
Holes - Louis Sachar

Outcome:



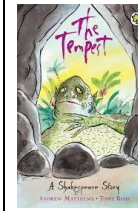
The Three Little Pigs (Project) -
The Guardian

Outcome: Discussion texts News
reports, persuasive speeches,
narratives from a particular point
of view, interview scripts, diaries,
debates



Kasper Prince of Cats - Michael
Morpurgo

Outcome: Newspaper articles
Character descriptions, reports,
letters, advertising leaflets,
balanced reports



The Tempest - William
Shakespeare



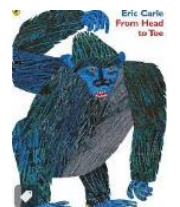

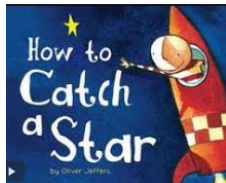

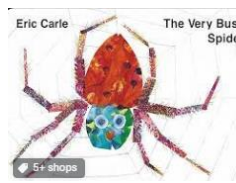
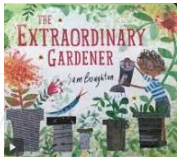
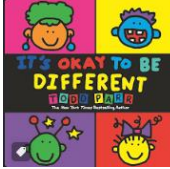
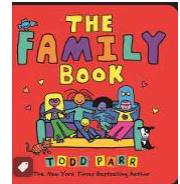

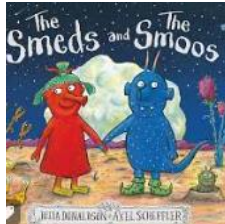

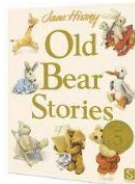
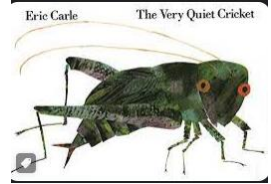
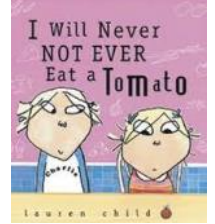
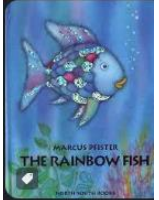
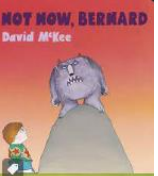
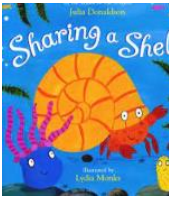
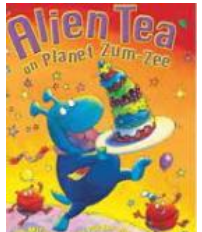

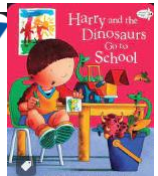
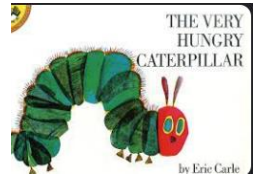
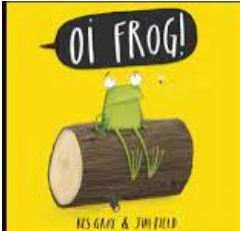
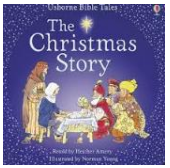
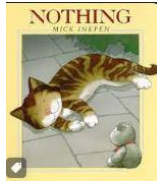
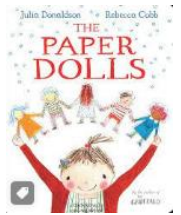
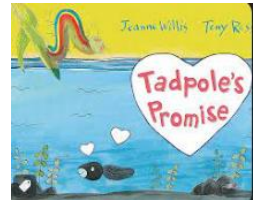

Outcome: Playscripts Setting
descriptions, character
descriptions, diaries, dialogue



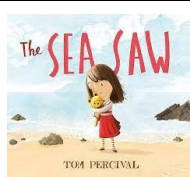
Night Mail - W H Auden

Outcome: Poetry Letters, diaries,
information leaflets, instructions

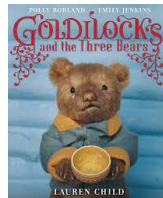
Cycle B

	Autumn	Spring	Summer
Reception	 <p>James & Alison Athbery FUNNYBONES</p>  <p>Ten little fingers Ten little fingers, Ten little toes, Two little ears, And one little nose, Two little eyes, That shine so bright, And two little lips to kiss Mamma "Good Night!"</p>  <p>Eric Carle From Head to Toe</p>	 <p>WHATEVER NEXT 1111 MCGODDY</p>  <p>How to Catch a Star by Oliver Jeffers</p>	 <p>Eric Carle The Tiny Seed</p>  <p>Eric Carle The Very Busy Spider</p>  <p>THE EXTRAORDINARY GARDENER Jan Fagan</p>
	 <p>IT'S OKAY TO BE DIFFERENT Todd Parr</p>  <p>THE FAMILY BOOK Todd Parr</p>  <p>David McKee ELMER</p>	 <p>The Smeds and The Smoos Jill Dornikson, Axel Scheffler</p>  <p>Come to Tea on Planet Zum-zee Julia Parker, Beza</p>  <p>Old Bear Stories Jane Yolen</p>	 <p>Eric Carle The Very Quiet Cricket</p>  <p>I Will Never NOT EVER Eat a Tomato Lauren Child</p>
	 <p>Marcus Pfister THE RAINBOW FISH</p>  <p>NOT NOW, BERNARD David McKee</p>  <p>Jill Dornikson Sharing a Shell Illustrated by Todd Mott</p>	 <p>Alien Tea on Planet Zum-zee Julia Parker, Beza</p>  <p>TOY STORY</p>  <p>Harty and the Dinosaurs Go to School</p>	 <p>THE VERY HUNGRY CATERPILLAR Eric Carle</p>  <p>OI FROG! Nes Gali & Jui Tild</p>
	 <p>The Christmas Story Illustrated by Terence West</p>	 <p>NOTHING NICE HAPPENED</p>  <p>THE PAPER DOLLS John Donalson, Robinson Cobb</p>	 <p>Tadpole's Promise Team Willis, Tony R.</p>  <p>Egg to Chicken LifeCycles</p>

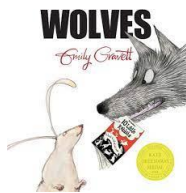
Year 1 and Year 2



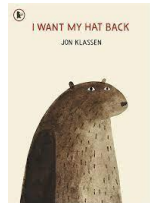
The Sea Saw - Tom Percival
Outcome: Own version narrative
 Writing in role; notes of advice;
 missing posters; diary entries; letters
 of thanks



Goldilocks and the Three Bears -
 Lauren Child
Outcomes: Sequel stories Wanted
 posters, letters, retellings from
 another point of view, lists of rules,
 character descriptions



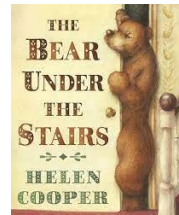
Wolves - Emily Gravett
Outcome: Non-chronological leaflets
 Captions, information writing,
 character descriptions and
 comparisons



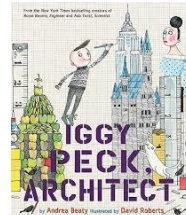
I Want My Hat Back - Jon Klassen
Outcome: Story sequels Questions,
 speech bubbles, letters, lists



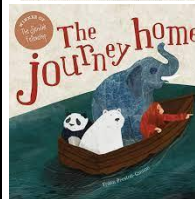
Yeti and the Bird - Nadia Shireen
Outcome: Own version narratives
 about unlikely friendships List of
 rules, letters, postcards,
 character descriptions



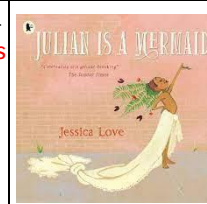
The Bear Under the Stairs - Helen
 Cooper
Outcomes: Information texts
 Letters, retellings, own version
 narratives



Iggy Peck, Architect - Andrea
 Beatty & David Roberts
Outcome: Fact files Labels,
 captions, character comparisons,
 thought and speech bubbles



The Journey Home - Frann
 Preston-Gannon
Outcome: Persuasive letters
 Posters, lists, postcards, wanted
 posters, information reports,
 short stories



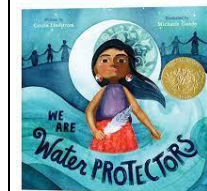
Julian is a Mermaid - Jessica
 Love
Outcome: Three-verse poems
 Instructions, writing in role,
 advertisements



Tadpole's Promise - Jeanne
 Willis
Outcome: Own version narratives
 Simple explanations, speech and
 thought bubbles, setting
 descriptions, extended
 explanations

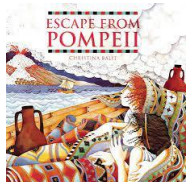


The Odd Egg - Emily Gravett
Outcome: Own version 'defeat a
 monster' narratives Wanted
 posters, summaries, emails,
 character descriptions, recipes

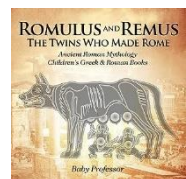


We Are Water Protectors - Carol
 Lindstrom
Outcome: Environmental
 campaign List poems, non-
 chronological reports (animals),
 chronological reports (lifecycles),
 character descriptions, protest
 signs

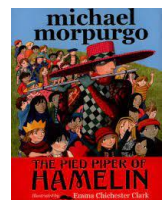
Year 3 and Year 4



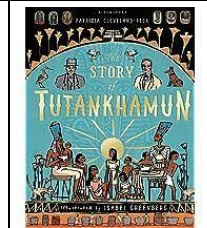
Escape from Pompeii - Christina Balit
Outcome: Newspaper reports Setting
 descriptions, diaries, letters, thought
 bubbles



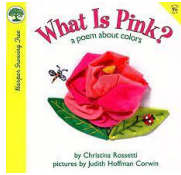

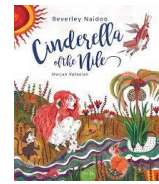
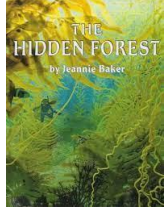
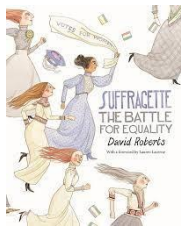
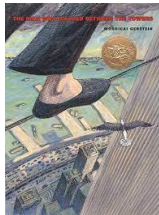

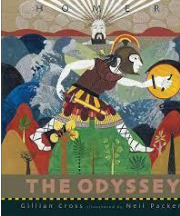


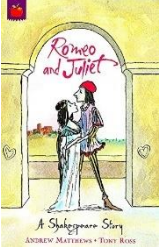
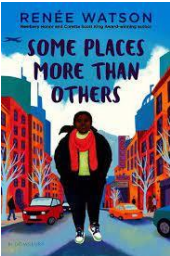
Romulus and Remus
Outcome: Literacy tree



Pied Piper of Hamelin - Michael
 Morpurgo
Outcome: Own version
 myths/legends Writing in role,
 information reports, adverts,
 formal letters



The Story of Tutankhamun -
 Patricia Cleveland-Peck
Outcome: Tutankhamun
 biographies Reports,
 instructions, character
 descriptions, diaries, newspaper,
 posters

	 <p>The Day the Crayons Quit - Oliver Jeffers Outcome:</p> <p>What Is Pink? - Christina Rossetti Outcome:</p> <p>Colour poems Outcome:</p>	 <p>The Iron Man - Ted Hughes Outcome:</p>	 <p>Cinderella of the Nile - Beverly Naidon Outcome: Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports</p>
<p>Year 5 and Year 6</p>	 <p>Hidden Forest - Jeannie Baker Outcome: Balanced discussions Research notes, nonchronological reports in the form of a letter to a character</p>  <p>Suffragette: Battle for Equality - David Roberts Outcome: Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports</p>  <p>The Man Who Walked Between the Towers - Mordicai Gerstein Outcome: Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches</p>  <p>Windrush Child - Benjamin Zephaniah Outcome: Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter</p>	 <p>The Odyssey - Gillian Cross Outcome: Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts</p>  <p>The Arrival - Shaun Tan Outcome: Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides</p>  <p>The Promise - Nicola Davies Outcome: Sequels to continue the cyclical story Experimentation with figurative language, reports</p>	 <p>Romeo and Juliet - William Shakespeare Outcome: Playscripts Diaries, letters, character descriptions, balanced arguments</p>  <p>Some Places More Than Others - Renee Watson Outcome: The Suitcase Project Transition project to represent children: maps, recipes, poems, photos and biography</p>

Propositional knowledge: CYCLE A and CYCLE B

What lines of enquiry do we want our writer to follow?

	AUTUMN	SPRING	SUMMER
EYFS	<p>Use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Orally segment</p> <p>Write some or all of their name from memory</p> <p>Form some recognisable letters for their name and starting to use the correct formation</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (oral segmenting)</p> <p>Write their first name, using good letter formation</p>	<p>Form lower-case and capital letters correctly</p> <p>Write short sentences (3- 4 words) with words with known sound-letter correspondences and beginning to use capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write their first and last name, using good letter formation</p> <p>Make phonetically plausible attempts when writing polysyllabic word</p> <p>Begin to sit writing on the line</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>
YEAR 1 AND YEAR 2	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</p> <p>Identify vowel digraphs which have been taught and the sounds which they represent</p> <p>Words containing each of the 40+ phonemes already taught</p> <p>The days of the week</p> <p>Name the letters of the alphabet</p> <p>Naming the letters of the alphabet in order</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</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>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Using the prefix un</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</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>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>

	<p>Common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>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> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Using the prefix un-</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION How words can combine to make sentences</p> <p>Separation of words with spaces</p> <p>Co-ordination (using or, and, but)</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and the personal pronoun I</p>	<p>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> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as -ful, -less</p> <p>Distinguishing between homophones and near-homophones</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Joining words and joining clauses using and</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Commas to separate items in a list</p>	<p>Using the prefix un</p> <p>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> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Distinguishing between homophones and near-homophones</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Joining words and joining clauses using and and or</p> <p>Commas to separate items in a list</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question,</p>
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<p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>WRITING (COMPOSITION) Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Read aloud their writing clearly enough to be heard by their peers and the teacher • Discuss what they have written with the teacher or other pupils <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing poetry 	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>WRITING (COMPOSITION) Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes <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 <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>exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>WRITING (COMPOSITION) Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Writing for different purposes • Planning or saying out loud what they are going to write about • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) • To make simple edits, corrections and improvements <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing about real events • Writing poetry • Writing for different purposes <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
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	<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 • Writing about real events • Writing for different purposes • Writing down ideas and/or key words, including new vocabulary • Evaluating their writing with the teacher and other pupils 		<p>new vocabulary</p> <ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear
YEAR 3 AND YEAR 4	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING) Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</p> <p>Coverage of tion/sion/tian</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING) Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes (English Appendix 1)</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Spell further homophones</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>

<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>WRITING (COMPOSITION)</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • In narratives, creating settings, characters and plot <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 • Proof-reading for spelling and punctuation errors 	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>WRITING (COMPOSITION)</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Use paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Use of commas after fronted adverbials</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>WRITING (COMPOSITION)</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing and recording ideas • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and
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		<p>Discussing and recording ideas</p> <p>Organising paragraphs around a theme</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>grammar</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Assessing the effectiveness of their own and others' writing and suggesting improvements Proof-reading for spelling and punctuation errors
<p>YEAR 5 AND YEAR 6</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>3 words to be explicitly taught, used and applied from the year 5/6 word list: according, desperate, persuade (also see 'vocabulary')</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (where words are spelt differently in UK English to American English)</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	<p>WRITING TRANSCRIPTION (SPELLING AND HANDWRITING)</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited</p>

<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Identify an increasing range of homophones and other words that are often confused</p> <p>Spell words containing the 'ough' grapheme and identify alternative pronunciations</p> <p>To recognise and spell the suffix cian/tion/ssion/sion</p> <p>Use further prefixes and suffixes and understand the guidance for adding them (-auto)</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>VOCABULARY, GRAMMAR & PUNCTUATION</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (use of hyphenated adjectives)</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Punctuation of bullet points to list information</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e.</p>	<p>for a task</p> <p>VOCABULARY, GRAMMAR & PUNCTUATION</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2)</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (UKS2)</p>	
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<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!" • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of expanded noun phrases to convey complicated information concisely</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the</p>	<p>omitted) relative pronoun</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Using semi-colons to mark boundaries between independent clauses</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>WRITING (COMPOSITION) Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what 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 • Using a wide range of devices to build cohesion within and across paragraphs • Creating narratives, describing settings, characters and atmosphere and integrating 	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>WRITING (COMPOSITION) Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what 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 • Using a wide range of devices to build cohesion within and across paragraphs • Creating narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Perform their own compositions, using
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<p>use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis How words are related by meaning as synonyms Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>WRITING (COMPOSITION)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Using a wide range of devices to build cohesion 	<p>dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • Précising longer passages • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors 	<p>appropriate intonation, volume, and movement so that meaning is clear</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 • Proof-read for spelling and punctuation errors • Distinguishing between the language of speech and writing and choosing the appropriate register
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	<p>within and across paragraphs</p> <ul style="list-style-type: none">• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining)• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <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• Précising longer passages• Proof-reading for spelling and punctuation errors		
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