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**
Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters write simple phrases and sentences that can be read by others	**Spelling - Transcription** Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week Name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	**Spelling - Transcription** Spell by: • 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 Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
	Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	**Handwriting** Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.

	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-

		ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Curriculum Coverage (NC) What are the most basic requirements from KS2 National Curriculum?			
Year 3	**Year 4**	**Year 5**	**Year 6**
Writing - Transcription Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		**Writing - Transcription** Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	
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 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].		**Handwriting** Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.	
Writing - Composition Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas Draft and write by:		**Writing - Composition** Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary	

• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • 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-read for spelling and punctuation errors 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.	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • 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] Evaluate and edit by: • 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
Writing – Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • 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 Indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	**Writing – Vocabulary, Grammar and Punctuation** Develop their understanding of the concepts set out in English Appendix 2 by: • 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 Indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list • punctuating bullet points consistently

	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group Accessing learning due to poor literacy skills Cognitive processes and overload.	Pre-teaching (parent or TA). Using social stories to understand different contexts 1:1 or small group support Lexia reading support to help with phonics skills Whole class texts adapted to individual reading ages if needed Key words displayed. Writing frames and stem sentences to support written work IT programmes such as Clicker to aid writing organisation Speech to text programmes Amount of writing reduced Questions/work broken down and presented one at a time Questions/use of language adapted Not expected to read aloud (unless they want to)	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access Those who struggle to process language may struggle in writing lessons where there is lots spoken language, especially inference. Writing may not be children's preferred lesson/means of communication and this may lead to dysregulation	Embed ground rules to develop clear understanding of boundaries Children not required to answer in a whole class group if not comfortable Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding. Adaptation using IT Teacher or TA scribe
Physical and sensory		**Social Emotional and Mental Health**	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or	Provide alternative resources e.g. in large print, coloured paper	Children may struggle to empathise with characters from stories and listen	Regular sessions, establish clear routines expectations/boundaries for the

resources available Recording information may be difficult. Accessibility to equipment or resources – physical disabilities. Fine motor skills may not be developed	 Provide additional ways to record information (video/ICT etc) Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access. Provide pencils grips, different ypes of pencils or mark making resources. Fine motors toolkit boxes to build strength in their hands/fingers Dough disco	to and respect others' opinions if they are different to their own Children with SEMH needs may struggle with heightened anxieties/triggering in writing when they feel upset or frustrated etc Writing may not be children's preferred lesson/means of communication and this may lead to dysregulation	start and end of every writing session – children know what to expect Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.

Key Texts for Writing Overview

Cycle A						
	Autumn 1	**Autumn 1**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception 1 year cycle	This is me – George Webster The Colour Monster – Anne Llenas Who are you? - Smriti Halls All Kinds of Families – Sophy Henn The Growing Story – Ruth Krauss and Helen Oxenbury Mog's Birthday – Judith Kerr A Walk in the Woods - Bill Bryson	The Best Diwali Ever – Sonali Shah Nursery Rhyme Week The Paper Dolls – Julia Donaldson Stanley's Stick – John Hegley The Teddy Robber – Ian Beck Toys in Space – Mini Grey Nativity Story	Snowflakes – Cerrie Burnell Lost – Oliver Jeffers One Day on Our Blue Planet - In the Antarctic– Ella Bailey The Snow Thief – Alice Hemming and Nicola Slater Little Home Birds – Jo Empson I Love Chinese New Year – Eva Wong Nava -	A Superhero Like You – Dr Ranj You Can't call an Elephant in an Emergency – Patricia Cleveland-Peck All the Nonsense in My Teeth – Mike Henson Hello Spring – Jo Lindley We're Going on an Egg Hunt – Laura Hughes	Oliver's Fruit Salad – Vivian French A Good Place – Lucy Cousins Caterpillar Butterfly – Vivian French How Does a Butterfly Grow? – Dawn Sirett Jack and the Beanstalk – Ladybird First Favourite Tales Katie and the Sunflowers – James Mayhew	Me on the Map – Joan Sweeny Handa's Surprise – Eileen Browne Emma Jane's Aeroplane – Katie Haworth There's a Beach in my Pants!- Michelle Harrison Little Turtle and the Sea – Becky Davies The Night Pirates – Peter Harris One Day on our Blue Planet – In the Ocean – Ella Bailey
Year 1 and Year 2	Cave Baby - Julia Donaldson & Emily Gravett Fabulous Frankie – Gary Parsons & James Green Arlo the Lion Who Couldn't Sleep – Catherine Rayner You're Called What? – Kes Grey The Perfect Fit – James	Beegu - Alexis Deacon Lost and Found – Oliver Jeffers The Great Paper Caper – Oliver Jeffers Rosa's Big Boat Experiment – Jessica Spanyol The Polar Express – Chris Van Allsburg	The Rainbow Bear – Michael Morpurgo Billy and the Beast – Nadia Shireen Dragon Machine - Helen Ward Rosie Revere, Engineer - Andrea Beatty Get into Science the 5 Senses – Jane Lacey	Trees: Seasons Come and Seasons Go – Britta Teckentrup Storm – Sam Usher Lila and the Secret of the Rain – David Caway Meet the Weather – Bethan Wollvan Yayoi Kusama Covered Everything in Dots and Wasn't Sorry – Fausto	Eco Girl – Ken Wilson Max Send for a Superhero – Michael Rosen A Seed is Sleepy – Dianna Aston The Great Pollination Investigation – Deborah Hocking Good Dog Lion – Alexander McCall Smith	The Minpins - Roald Dahl Ocean Meets the Sky – The Fan Brothers The Lighthouse Keeper's Lunch – David Armitage The Storm Whale – Benji Davis Clean Up! – Dapo Adeola

	Jones		Great Fire of London – Emma Adams Tiger - Usha Kishore (Poetry) River – June Crevvin (Poetry)	Gilbert		The Whale Who Wanted More – Jim Field & Rachel Bright
Year 1 and Year 2 **Half Termly Big Write Outcome**	Favourite animal	Instructions – real life	Character description	Setting description	Recount trip	Short Narrative
Year 3 and Year 4	**Text 1:** Journey- Aaron Becker **Writing outcomes:** Character description, setting description, story opener	**Text 1:** The Small Shoemaker - Literacy Shed Video **Writing Outcomes:** advert using persuasive, emotive and descriptive language **Text 2:** Mog's Christmas Calamity - Judith Kerr **Writing Outcomes:** First Person Recount, Informal Letter	**Text 1:** Until I Met Dudley - McGough & Riddell **Writing outcomes:** Instructions, Explanation, Formal letter	**Text 1:** Midsummer Night's Dream - Matthews & Ross **Writing outcomes:** Description, Podcast, Wanted Poster	**Text 1:** Cloud Tea Monkeys by Elspeth Graham & Mal Pee **Writing outcomes:** Writing a Descriptive Story Ending**,** Non-chorological report **Text 2:** The Selfish Giant by Oscar Wilde **Writing outcomes:** Diary, Own Version Narrative	**Text 1:** The First Drawing by Satoshi Kitamura **Writing outcomes:** Character Description, Recount
Year 5 and Year 6	**Text 1:** The Tear Thief - Carol Ann Duffy **Writing outcomes:** Cold Write, Setting description, Diary entry **Text 2:** Hidden Figures - Margot Lee Shetterly **Writing outcomes:** Formal letter, Discussion text, character description	**Text 1:** The Sleeper and the Spindle - Neil Gaiman and Chris Riddell **Writing outcomes:** Setting description, long narrative, instruction writing **Text 2:** The Lost Thing– Shaun Tan **Writing outcomes: A**dvert, poetry	**Text 1:** Holes – Louis Sachar **Writing** outcomes: balanced argument, description, non-chronological report, letter writing	**Text 1:** The Three Little Pigs (Film narrative) **Writing outcomes:** Newspaper, diary entry, persuasive writing. **Text 2:** Kasper Prince of Cats - Michael Morpurgo **Writing outcomes:** setting description, long description, formal letter	**Text 1:** A Winter's Tale – William Shakespeare **Writing outcomes:** Playscripts, predictions, narrative, balanced argument	**Text 1: Night Mail -** W H Auden **Writing outcomes:** Poetry, information leaflet, instructions

Cycle B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception 1 year cycle	This is me – George Webster The Colour Monster – Anne Llenas Who are you? - Smriti Halls All Kinds of Families – Sophy Henn The Growing Story – Ruth Krauss and Helen Oxenbury Mog's Birthday – Judith Kerr A Walk in the Woods - Bill Bryson	The Best Diwali Ever – Sonali Shah Nursery Rhyme Week The Paper Dolls – Julia Donaldson Stanley's Stick – John Hegley The Teddy Robber – Ian Beck Toys in Space – Mini Grey Nativity Story	Snowflakes – Cerrie Burnell Lost – Oliver Jeffers One Day on Our Blue Planet - In the Antarctic– Ella Bailey The Snow Thief – Alice Hemming and Nicola Slater Little Home Birds – Jo Empson I Love Chinese New Year – Eva Wong Nava -	A Superhero Like You – Dr Ranj You Can't call an Elephant in an Emergency – Patricia Cleveland-Peck All the Nonsense in My Teeth – Mike Henson Hello Spring – Jo Lindley We're Going on an Egg Hunt – Laura Hughes	Oliver's Fruit Salad – Vivian French A Good Place – Lucy Cousins Caterpillar Butterfly – Vivian French How Does a Butterfly Grow? – Dawn Sirett Jack and the Beanstalk – Ladybird First Favourite Tales Katie and the Sunflowers – James Mayhew	Me on the Map – Joan Sweeny Handa's Surprise – Eileen Browne Emma Jane's Aeroplane – Katie Haworth There's a Beach in my Pants!- Michelle Harrison Little Turtle and the Sea – Becky Davies The Night Pirates – Peter Harris One Day on our Blue Planet – In the Ocean – Ella Bailey
Year 1 and Year 2		New book cycle in planning - TBC				
Year 3 and Year 4		New book cycle in planning - TBC				
Year 5 and Year 6		New book cycle in planning - TBC				

EARLY YEARS FOUNDATION STAGE WRITING CURRICULUM
ONE CYCLE

EYFS	Baseline	By the end of the Autumn Term	By the End of the Spring Term	By the End of the Summer Term
Physical Development	**Fine motor** Use one handed scissors (can be easy grip or spring) to cut through a material Explore a range one handed tools in their play Begin to show a preference for a dominant hand **Gross motor** Confidently join in with gross motor movements (e.g., from squiggle / dough disco) Confident to have a go a range of physical activities. For example- balancing, riding bikes/scooters, ball skills, skip and hop	**Fine motor** Use one handed tools, including one handed scissors to cut Use their preferred hand Fasten my coat (buttons / Velcro) Use a knife and fork to eat Take part in a fine motor control activities independently in continuous provision **Gross motor** Make marks on a large scale on a variety of angles – walls, under tables, on my belly Confidently transfer my gross motor movements (e.g., from squiggle / dough disco) to mark making on a large scale	**Fine motor** Zip up their coat Produce different writing patterns with control using smaller mark making tools Use one handed scissors to cut along a line. **Gross motor** Move in variety of ways (running, skipping, pedaling travelling) Move safely with an awareness of others and space Climb and balance with control and safely Begin to develop their core and use a range of resources to make marks with control	**ELG- Fine Motor** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing **Gross Motor** Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Writing	Write during play and during role-play experiences Write some letters of their name. Give purpose and meaning to their mark making. Sometimes this may include familiar letters for example from their name or familiar words eg. 'M' for mum.	Write their name correctly Use initial sounds in their independent writing Talk about what they have written Include some additional correct letters in words Write recognisable letters Write familiar CVC words – cat/dog. Orally rehearse a sentence for an adult to write for them	Write unfamiliar words with sounds they have been taught. Write some cvcc words Write taught tricky words Spell phonetically plausible words e.g., Apul Beginning to write a simple sentence Write simple digraphs Write some letters using the correct formation Read back what they have written.	Write recognisable letters, **most** of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others *NB* *-No adult intervention* *-Simple cvc should be written completely independently* *-For more complex words, children can independently use the visual aids with in the classroom*

CYCLE A- WRITING TRANSCRIPTION -SPELLING AND HANDWRITING

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Bold text – New Learning

Spelling in Year 1 is taught through daily dictation and phonics using Little Wandle Letters and Sounds

Spelling in Year 2 is taught through daily dictation and discreet spelling sessions

YEAR 1 AND YEAR 2	Sit correctly at a table and hold a pencil comfortably and correctly **Form lower-case letters in the correct direction - Focus on long letters** **Use spacing between words that reflects the size of the letters** **Form lower-case letters of the correct size relative to one another** **Begin simple dictation: writing from memory simple sentences dictated by the teacher** **Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far** Name the letters of the alphabet in order Spell early common exception words (e.g., the, to, I, no, go, into) **Spell words containing each of the phonemes already taught (CVC words)** **Spell by segmenting spoken words into phonemes and**	**Form lower-case letters in the correct direction - Focus on Curly Letters** Begin simple dictation: writing from memory simple sentences dictated by the teacher Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Name the letters of the alphabet in order Spell early common exception words (e.g., the, to, I, no, go, into) Spell words containing each of the phonemes already taught (CVC words) Spell by segmenting spoken words into phonemes and representing these by graphemes **Focus on Year 2 common exception words: find, mind, behind, old, cold, gold, hold, told, every, everybody**	**Form lower-case letters in the correct direction - Focus on bouncing ball Letters** **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** Begin simple dictation: writing from memory simple sentences dictated by the teacher Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **Use letter names to distinguish between alternative spellings of the same sound** **Spell words with common suffixes where the root word needs changing (e.g., dropping the 'e' or swapping 'y' to 'i')** **Focus on Year 2 common exception words: fast, last, fast, father, class, grass, pass, plant, path, bath, people**	**Form lower-case letters in the correct direction - Focus on zig-zag letters** 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 Begin simple dictation: writing from memory simple sentences dictated by the teacher Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Use letter names to distinguish between alternative spellings of the same sound **Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs** **Add suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g., helping, helped, helper)**	Form lower-case and capital letters in the correct direction - Focus on any letter families which are not secure Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Begin simple dictation: writing from memory simple sentences dictated by the teacher Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **Add the prefix 'un-' to change the meaning of verbs and adjectives (e.g., unkind, undo)** **Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly** **Read and spell compound words: football, playground, farmyard, bedroom, blackberry**	Form lower-case and capital letters in the correct direction - Focus on any letter families which are not secure Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Begin simple dictation: writing from memory simple sentences dictated by the teacher Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far **Spell the days of the week** **Spell words with contracted forms accurately** **Learn to spell common homophones and near-homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight**

	representing these by graphemes **Focus on Year 2 common exception words: door, floor, again, wild, children, climb, parents, most, only, both**			Spell words with common suffixes where the root word needs changing (e.g., dropping the 'e' or swapping 'y' to 'i') **Learn the possessive apostrophe to mark singular possession in nouns (e.g., the girl's name).** **Focus on Year 2 common exception words: even, break, steak, great, move, prove, improve, sure, sugar, eye, money**	Learn the possessive apostrophe to mark singular possession in nouns (e.g., the girl's name). **Focus on Year 2 common exception words: any, many, clothes, water, pretty, Christmas, beautiful, busy, poor kind, Mr, Mrs, could, would, should**	**Focus on Year 2 common exception words: whole, because, after, past, hour, half, who**
YEAR 3 AND YEAR 4	Learning to spell common exception words Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters **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** **Use further prefixes and suffixes and understand how to add them** **Spell words that are often misspelt**	Learning to spell more words with contracted forms **Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]** **Spell further homophones** Spell words that are often misspelt **Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals** Write from memory simple sentences, dictated by the	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 Use further prefixes and suffixes and understand how to add them Spell words that are often misspelt Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Learning the possessive apostrophe Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words	Distinguishing between homophones and near-homophones 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 Use further prefixes and suffixes and understand how to add them Spell words that are often misspelt Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals Write from memory simple sentences, dictated by the teacher, that include words

	Use the first 2 or 3 letters of a word to check its spelling in a dictionary **Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far**	teacher, that include words and punctuation taught so far		and punctuation taught so far		and punctuation taught so far
YEAR 5 AND YEAR 6	Spell further homophones Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far **Write legibly, fluently and with increasing speed** **Use further prefixes and suffixes and understand the guidance for adding them** **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 1Uuse dictionaries to check the spelling and meaning of words** **Use a thesaurus**	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] **Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters** **Spell some words with 'silent' letters [for example, knight, psalm, solemn]** 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 Use a thesaurus	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far **Write legibly, fluently and with increasing speed** **Continue to distinguish between homophones and other words which are often confused** **Use dictionaries to check the spelling and meaning of words** Use a thesaurus	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Use further prefixes and suffixes and understand the guidance for adding them Continue to distinguish between homophones and other words which are often confused	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Write legibly, fluently and with increasing speed **Spell some words with 'silent' letters [for example, knight, psalm, solemn]** 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	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so for Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use a thesaurus

Year 1 Objectives	Year 2 Objectives	Year 3/4 Objectives	Year 5 Objectives	Year 6 Objectives	Year 5/6 Objectives

CYCLE A - VOCABULARY, GRAMMAR & PUNCTUATION
Bold text – New Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 AND YEAR 2	**Use the personal pronoun 'I' (always a capital letter)** Learn the grammatical terms: letter, word, sentence, capital letter, full stop Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end **Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'** Understand the concept of a 'word' and begin leaving spaces between words	Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end **Use a capital letter for the names of people, places, and the days of the week** Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Understand the concept of a 'word' and begin leaving spaces between words **Sequence two or three sentences to form short narratives (e.g., First... Next... Finally...)** **Join words and joining clauses using the conjunction 'and'** **Use expanded noun phrases to describe and specify (e.g., the blue butterfly)**	Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end Use a capital letter for the names of people, places, and the days of the week Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Understand the concept of a 'word' and begin leaving spaces between words Sequence two or three sentences to form short narratives (e.g., First... Next... Finally...) Join words and joining clauses using the conjunction 'and' **Introduce the question mark (?) and the term question mark** Use expanded noun phrases to describe and specify (e.g., the blue butterfly) **Identify and use different sentence forms: statements and questions (including question marks)**	Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end Use a capital letter for the names of people, places, and the days of the week Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Understand the concept of a 'word' and begin leaving spaces between words Sequence two or three sentences to form short narratives (e.g., First... Next... Finally...) Join words and joining clauses using the conjunction 'and' **Learn the grammatical terms: singular, plural, punctuation** **Introduce the exclamation mark (!) and the term exclamation mark** Use the question mark (?) and the term question mark **Identify and use**	Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end Use a capital letter for the names of people, places, and the days of the week Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Understand the concept of a 'word' and begin leaving spaces between words Sequence two or three sentences to form short narratives (e.g., First... Next... Finally...) Join words and joining clauses using the conjunction 'and' Use the exclamation mark (!) and the term exclamation mark Use the question mark (?) and the term question mark Use apostrophes to mark singular possession in nouns (e.g., the girl's name) and apostrophes for contracted forms	Begin to punctuate sentences using a capital letter at the beginning and a full stop at the end Use a capital letter for the names of people, places, and the days of the week Use capital letters for names of people, places, the days of the week, and the personal pronoun 'I' Understand the concept of a 'word' and begin leaving spaces between words Sequence two or three sentences to form short narratives (e.g., First... Next... Finally...) Join words and joining clauses using the conjunction 'and' Use the exclamation mark (!) and the term exclamation mark Use the question mark (?) and the term question mark Use apostrophes to mark singular possession in nouns (e.g., the girl's name) and apostrophes for contracted forms

			Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting)	**commands and exclamations (including exclamation marks)** **Use apostrophes to mark singular possession in nouns (e.g., the girl's name) and apostrophes for contracted forms**	**Independent, unprompted application of coordination, subordination, consistent tense, and varied punctuation across longer pieces of writing** **Use commas to separate items in a list**	Independent, unprompted application of coordination, subordination, consistent tense, and varied punctuation across longer pieces of writing Use commas to separate items in a list
YEAR 3 AND YEAR 4	Demarcating sentences securely with capital letters and full stops, question marks, or exclamation marks Using co-ordination (using or, and, or but) to join clauses **Using expanded noun phrases modified by adjectives and preposition phrases (e.g., the monster beneath the bed)** **Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g., a rock, an open box)** **Word families based on common words, showing how words are related in form and meaning (e.g., solve, solution, solver, dissolve, insoluble)**	Maintaining consistent use of present tense and past tense throughout a piece of writing Using subordination (using when, if, that, or because) as a stepping stone to wider conjunction use **Expressing time, place, and cause using conjunctions (e.g., when, before, after, while, so, because)** **Expressing time, place, and cause using adverbs (e.g., then, next, soon, therefore) and prepositions (e.g., before, after, during, in, because of)** **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)**	Using question marks and exclamation marks accurately (crucial for expressive dialogue) Using expanded noun phrases to describe and specify (revisiting to aid character creation) **Using and punctuating direct speech (introducing inverted commas/speech marks)** **Using fronted adverbials to open sentences (e.g., Later that day, I heard the bad news.)** **Formation of nouns using a range of prefixes (e.g., super-, anti-, auto-)**	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition (as a stepping stone to cohesion across paragraphs) **Choosing nouns or pronouns appropriately for clarity and cohesion, avoiding clunky repetition.** **Using commas after fronted adverbials secure**	Using apostrophes to mark where letters are missing in spelling (contracted forms like don't, can't) Using apostrophes to mark singular possession in nouns (e.g., the girl's name) **Using the present perfect form of verbs in contrast to the past tense (e.g., He has gone out to play vs He went out to play).** **Indicating possession by using the possessive apostrophe with plural nouns (e.g., the girls' names).** **Understanding the grammatical difference between plural and possessive –s.**	**Inverted commas to punctuate direct speech** **To use subordinate clauses** **Identify and use determiners** Word families based on common words, showing how words are related in form and meaning (e.g., solve, solution, solver, dissolve, insoluble).
YEAR 5 AND YEAR 6	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	distinguishing between homophones and near-homophones (Year 2)	Use of the progressive form of verbs in the present and past tense to mark actions in progress	Spell further homophones Use of inverted commas and other punctuation to	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so,	Using modal verbs or adverbs to indicate degrees of possibility

	(Year1) Sentences with different forms: statement, command, question, exclamation Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, because) and co-ordination (using or, and, but) Use of inverted commas and other punctuation to indicate direct speech 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] Fronted adverbials [for example, Later that day, I heard the bad news.] With commas **Spell some words words with silent letters** **Using expanded noun phrases to convey complicated information concisely**	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name Features of written standard English Indicating possession by using the possessive apostrophe with plural nouns **Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun** **Using a colon to introduce a list** **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)** **Appendix 2: ellipsis** **Using the perfect form of verbs to mark relationships of time and cause** **Using commas to clarify meaning or avoid ambiguity in writing**	[for example, she is drumming, he was shouting] 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 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] Use of inverted commas and other punctuation to indicate direct speech 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] Using modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **The use of subjunctive forms such as If I were or Were they to come in**	indicate direct speech Using modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Using commas to clarify meaning or avoid ambiguity in writing **Appendix 2: synonym and antonym** Using a colon to introduce a list 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) Using semi-colons, colons or dashes to mark boundaries between independent clauses Using the perfect form of verbs to mark relationships of time and cause	because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Using modal verbs or adverbs to indicate degrees of possibility Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **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)** **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)** Appendix 2: synonym and antonym The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Appendix 2: ellipsis Using expanded noun phrases to convey	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Using commas to clarify meaning or avoid ambiguity in writing Appendix 2: synonym and antonym The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Using a colon to introduce a list Using semi-colons, colons or dashes to mark boundaries between independent clauses 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 **Appendix 2: subject and object** **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)**		**some very formal writing and speech]** 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) **Using semi-colons, colons or dashes to mark boundaries between independent clauses** Using expanded noun phrases to convey complicated information concisely		complicated information concisely	

CYCLE A - WRITING (COMPOSITION) **Bold text – New Learning**						
	Autumn 1	**Autumn 1**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
YEAR 1 AND YEAR 2	Compose a sentence orally before writing it Say out loud what they are going to write about **Re-read what they have written to check that it makes sense** **Discuss what they have written with the teacher or other pupils**	Compose a sentence orally before writing it Say out loud what they are going to write about Re-read what they have written to check that it makes sense **Sequence two or three sentences to form short narratives (e.g., First… Next… Finally…)** **Write narratives about personal experiences and those of others (real and fictional)**	Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Sequence two or three sentences to form short narratives (e.g., First… Next… Finally…) **Read aloud their writing clearly enough to be heard by their peers and the teacher** Write for different purposes	Compose a sentence orally before writing it Sequence two or three sentences to form short narratives (e.g., First… Next… Finally…) Re-read 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 Write for different purposes	Compose a sentence orally before writing it Sequence two or three sentences to form short narratives (e.g., First… Next… Finally…) Read aloud their writing clearly enough to be heard by their peers and the teacher Write for different purposes Write about real events Proofread to check for errors in spelling,	Compose a sentence orally before writing it Sequence two or three sentences to form short narratives (e.g., First… Next… Finally…) Read aloud their writing clearly enough to be heard by their peers and the teacher Write for different purposes Write about real events Proofread to check for errors in spelling,

		Write for different purposes **Re-read their own writing to check that it makes sense and that verbs are in the correct tense** **Encapsulate what they want to say, sentence by sentence**	Re-read their own writing to check that it makes sense and that verbs are in the correct tense **Write about real events** **Write poetry** **Evaluate their writing with the teacher and other pupils, looking specifically for ways to upgrade simple sentences using conjunctions** **Plan or say out loud what they are going to write about**	Write about real events Evaluate their writing with the teacher and other pupils, looking specifically for ways to upgrade simple sentences using conjunctions Plan or say out loud what they are going to write about **Proofread to check for errors in spelling, grammar, and punctuation (specifically hunting for missing capital letters and full stops)**	grammar, and punctuation (specifically hunting for missing capital letters and full stops) **Read aloud what they have written with appropriate intonation to make the meaning clear to an audience** **Write down ideas and/or key words, including new vocabulary**	grammar, and punctuation (specifically hunting for missing capital letters and full stops) Read aloud what they have written with appropriate intonation to make the meaning clear to an audience Write down ideas and/or key words, including new vocabulary
YEAR 3 AND YEAR 4	**Creating characters in narratives (using dialogue and action to show personality)** **Creating settings in narratives** **Developing a clear plot in narratives (beginning, build-up, problem, resolution, ending)** **Proofreading for spelling and punctuation errors** **Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear**	**Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.** Creating characters in narratives (using dialogue and action to show personality). **Assessing the effectiveness of their own and others' writing and suggesting improvements.** Proofreading for spelling and punctuation errors **Composing and rehearsing sentences orally (including dialogue), progressively building a varied and**	**In narratives creating settings, characters and plot** **Grouping related material together to form paragraphs** **Using simple organizational devices in non-narrative writing (e.g., headings and sub-headings)** Proofreading for spelling and punctuation errors **Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**	Sequencing sentences to form short narratives. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Discussing and recording ideas** Proofreading for spelling and punctuation errors Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Assessing the effectiveness of their own and others' writing and suggesting improvements (proposing changes to grammar and vocabulary) Developing a clear plot in narratives (beginning, build-up, problem, resolution, ending) Discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary, and grammar. Proofreading for spelling and punctuation errors	Re-reading what they have written to check that it makes sense. Assessing the effectiveness of their own and others' writing and suggesting improvements. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Proofreading for spelling and punctuation errors. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of

		rich vocabulary and an increasing range of sentence structures				sentence structures
YEAR 5 AND YEAR 6	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar In narratives, creating settings, characters and plot **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** **Using a wide range of devices to build cohesion within and across paragraphs** **Assessing the effectiveness of their own and others' writing** **Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** **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,**	Use a capital letter for the names of people, places, and the days of the week. 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** **Précising longer passages Proof-read for spelling and punctuation errors** Assessing the effectiveness of their own and others' writing **Ensuring the consistent and correct use of tense throughout a piece of writing** **In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action**	In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 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 Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Proof-read for spelling and punctuation errors **Distinguish between the language of speech and writing and choosing the appropriate register** Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning In writing narratives, considering how authors have developed characters and settings in what	**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 Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Assessing the effectiveness of their own and others' writing	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 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 Proof-read for spelling and punctuation errors Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Distinguish between the language of speech and writing and choosing the appropriate register Assessing the effectiveness of their own and others' writing	**Noting and developing initial ideas, drawing on reading and research where necessary** Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Assessing the effectiveness of their own and others' writing Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Distinguish between the language of speech and writing and choosing the appropriate register

	drawing on reading and research where necessary		pupils have read, listened to or seen performed			