



Holmes Chapel Primary School

English Curriculum - Writing





Writing at Holmes Chapel Primary School

Intent

At Holmes Chapel Primary, it is our intent to equip our children with the skills to be able to write fluently in a range of different genres as well as being able to communicate their ideas clearly. In order to achieve this, we provide them with rich and varied opportunities which include cross-curricular writing, writing from personal experiences and the use of high quality texts which support the children to become creative, inspired and have a love of writing. We strive for the children to be confident writers with the stamina and ability to write, at least, at the expected standard for their age. We want our children to have the knowledge and understanding of technical grammar and punctuation, and to be able to apply it in a variety of different genres of their writing. In addition, we intend for our children to acquire and develop their use of vocabulary through our teaching, exposure to high quality texts within our lessons and through the promotion of a love of reading across our whole school reading for pleasure approach.

Implementation

Composition

Throughout school, children are given purposeful and engaging opportunities to develop their skills and vocabulary by effectively planning, writing and revising their work. We follow a consistent, structured and supportive writing cycle based on the research-based gradual release of responsibility model and self-regulation where children use strategies to identify their next steps. Objectives are clear and progressive in every year group. We offer high levels of support to those who need it allowing each child to access their year group learning where possible and reach their full potential.

Spoken Language

Children across school have the opportunity to enhance their speaking and listening skills by reading aloud their writing, listening to others and reciting and performing poetry, both their own and published. Throughout school teachers ensure that pupils develop the confidence to speak fluently with an increasing command of standard English. Pupils participate in discussions, presentations, performances, role play and debate.

Grammar and Punctuation

Across school, grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers select, plan and deliver lessons that cover the required skills through the genres of writing that they are teaching, linking the grammar and punctuation to the genre to make it coherently connected with the intended writing outcome. At times, teachers may sometimes focus on particular grammar and punctuation skills as a discrete lesson; this is where the class need additional lessons to embed and develop their understanding from a technical point of view, or to consolidate skills before applying it into their writing.

Vocabulary

Across school, teachers introduce age appropriate / genre appropriate language and vocabulary for style and meaning in reading and writing tasks, and discuss it with the children. In addition to this, teachers select, plan and introduce curriculum based vocabulary through our foundation subjects. Key words are introduced and discussed that are considered important for children to have a deeper understanding, semantically and morphologically (meaning and spelling patterns).



Writing at Holmes Chapel Primary School

Impact

Assessments are in the form of ongoing formative assessments throughout the year together with summative assessments and Teacher Assessment at the end of each term. The writing assessment follows the National Curriculum Programme of Study attainment targets for each year group. Teachers carefully identify the gaps and weaknesses that will need to be targeted as a matter of urgency for the remainder of their year or in the subsequent year group. In addition, Years 2, 3, 4, 5 and 6 complete Spelling, Punctuation and Grammar (SPaG) assessments. Year 6 are assessed with the nationally published (SATs) test in the summer term and use previous national test papers as practice assessments at the end of each half-term. NFER Punctuation and Grammar assessments are undertaken in Years 2, 3, 4 and 5 are completed tri-annually. These assessments, combined with termly spelling scores, are used predominantly to inform the overall SPaG data at the end of each term in addition to their assessment of grammar application within their writing assessment. These assessments are done in conjunction with Teacher Assessment of each child's writing (including handwriting) in every year group. Pupils enjoy writing throughout the curriculum and have many opportunities to write for an exciting range of purposes and audiences.



Writing Curriculum Map

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Focus on individual sounds and oral blending</p> <p>School Rules Name writing Owl Babies - Letter to the owls Labelling family portraits</p>	<p>Focus on individual sounds and oral blending Introduce CVC words</p> <p>Supertato – Labelling superhero inventions Labelling parts of the body Invitations to Nativity The Christmas Postman - Letter to Father Christmas Christmas Cards</p>	<p>Dictated words and copy words from previously taught graphemes</p> <p>The Way Back Home How to Catch a Star - Instructions for/labelling a rocket Labelling animals in LNY race Creating, naming and labelling an alien Map of the sky</p>	<p>Dictated words and copy words from previously taught graphemes</p> <p>Zog What a Ladybird Heard Jack and The Flum Flum Tree – Mapping- directions and labelling Character descriptions Story retelling Paper Dolls- create and write stories Rhyming words</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Rainbow Fish - Descriptions of animals Meerkat Mail - Meerkat postcards home Augustus and his Smile - Animal fact files Re-telling of stories</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Runaway train – Sentence writing – recounts Diary writing Captions</p>



Writing Curriculum Map

Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Beegu: Character description Including feelings Setting description</p> <p>Up High: Prediction Feelings (thought bubble) Setting description</p> <p>Simple sentences and Captions that include words using the GPCs and CEW taught so far</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Pumpkin Soup: Captions extending to sentences Simple sentences linked to the text Character description</p> <p>Owl who was afraid of the dark: Firework – onomatopoeia & shape Christmas poetry – Acrostic Simple sentences and Captions that include words using the GPCs and CEW taught so far</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Little Red riding hood: Traditional Story Narrative – Retelling a story (5 sentences) Class set of Instructions – wolf</p> <p>Recount of real life event (Silk Museum)</p> <p>Simple sentences and Captions that include words using the GPCs and CEW taught so far</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>The Tiger Who Came to Tea: Postcard from London Letter - Informative Narrative – Simple 5 sentence alternative ending</p> <p>Poetry – list (Tigers)</p> <p>Simple sentences and captions that include words using the GPCs and CEW taught so far</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Marvellous Moon Map: Narrative – Character description Instructions – Origami Boat Narrative – retelling the story</p> <p>Simple sentences and captions that include words using the GPCs and CEW taught so far</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Openings for a story (look at different ways to start a story)</p> <p>Recount of an event</p> <p>Performance poetry</p> <p>Simple sentences and captions that include words using the GPCs and CEW taught so far</p>
Y1 Grammar & punctuation	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information Adjectives</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs <i>and</i> to add extra information and join sentences Adjectives Question marks Exclamation marks</p>



Writing Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Postcard Manju’s Magic Wishes: Simple sentences including adjectives – Wishes Character description</p> <p>Under the Great Plum Tree: Character description Setting description</p> <p>Chembakolli: Setting description</p> <p>List poetry</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>The Wolf, The Duck and The Mouse: Letter Retell a known story Instructions – How to play a game Acrostic Poetry</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>The Night Gardener: Diary (By William)</p> <p>The Tunnel: Setting description Alternative ending</p> <p>Jodrell Bank: Non-chronological report</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Gorilla: Book review</p> <p>The Dragon Machine: Alternative ending Non-chronological report - Dragons</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>There’s a Tiger in the Garden: Explanation – Tigers</p> <p>Little Red (Bethan Woollvin): Narrative – retelling of a known story</p> <p>Rapunzel (Bethan Woollvin): Letter</p> <p>Spywatch: Letter – Evacuee</p>	<p>Dictated sentences and copy sentence from previously taught graphemes</p> <p>Friend or Foe: Character description (Mr Reynolds)</p> <p>Trip to Air Raid Shelter: Recount of real event</p> <p>The Bear and The Piano: Simple story retelling</p> <p>Performance poetry (Message from the Moon)</p>
Y2 Grammar & punctuation	<p>Capital letters</p> <p>Full stops</p> <p>Finger spaces</p> <p>Nouns & verbs</p> <p>Co-ordinating conjunction – and, but</p> <p>Expanded noun phrases</p> <p>Present and past tense</p>	<p>Basic punctuation from term 1 PLUS</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions and, or, but</p> <p>Because as a subordinating conjunction</p> <p>Questions</p> <p>Adverbials of time</p> <p>Present and past tense</p>	<p>Ongoing from term 1 PLUS</p> <p>Co-ordinating conjunctions</p> <p>Because as a subordinating conjunction</p> <p>Statements</p> <p>Exclamations</p> <p>Commands</p> <p>Adverbs</p> <p>Past and present progressive tense</p>	<p>Ongoing from term 1 PLUS</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Statements</p> <p>Exclamations</p> <p>Adverbs</p> <p>Past and present progressive tense</p>	<p>Ongoing from term 3 PLUS</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions – varying the position in the sentence e.g. While, If</p> <p>Sentences with different forms</p>	<p>Ongoing from term 3 PLUS</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions – varying the position in the sentence e.g. While, If</p> <p>Sentences with different forms</p>



Writing Curriculum Map

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry - List Descriptive setting (Grandad's Secret Giant) Journalistic recount Free verse Poetry + Performance</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Instructions (Soup making) Grandpa Christmas by Michael Morpurgo Letter (To Grandpa) Short Burst writing – I wish for...</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Diary (Egyptian Cinderella) Narrative – Fantastic Mr Fox: write the next chapter Recount of real event</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry – Kennings Narrative – retell a story with a twist (Pepi and the Secret Names)</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Letter (Day the crayons quit) Biography (Little People, Big Dreams Emmeline Pankhurst)</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Non-chron report – explanation (The Great Kapok Tree) Adventure story (Steadfast Tin Solider) Rainforest poetry – Calligram Direct speech</p>
Y3 Grammar & punctuation	<p>Co-ordinating and subordinating conjunctions – recap from Y2 Past and present progressive tense (y2)</p>	<p>Co-ordinating and subordinating conjunctions – recap from Y2 prepositions Fronted adverbials</p>	<p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Present perfect tense adverbs and prepositions for time and cause, fronted adverbials Direct speech</p>	<p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Conjunctions, adverbs and prepositions for time and cause Present perfect tense Direct speech</p>	<p>Consolidate from previous term and years</p>	<p>Consolidate from previous term and years</p>



Writing Curriculum Map

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – The White Giraffe - Setting description Non-chron. report – Giraffes Instructions – DT - CAMs models</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry – Narrative (predator hunt)</p> <p>Persuasive writing – Speech (poaching)</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – Retelling Myths and Legends</p> <p>Poetry – Free verse – Medusa picture</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Non-chron. report – river animal</p> <p>Instructions – Wind in the Willows</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Instructions – Recipe for a Roman invasion</p> <p>Persuasive writing – Caratacus/Boudicca</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – Billy Perryman voyage Persuasive letter – Laura’s argument Poetry – Tanka (Rivers)</p>
Y4 Grammar & punctuation	<p>Consolidate from Y3 Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Fronted adverbials Present perfect tense</p>	<p>Consolidate from Y3 Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Fronted adverbials Present perfect tense</p>	<p>As term 1 plus Direct speech Conjunctions, adverbs and prepositions for time and cause</p>	<p>As term 1 plus Fronted adverbials Use of generalisers (most, many, all) Pronouns Improving cohesion Consolidation</p>	<p>As term 1 plus Consolidation of all grammar</p>	<p>As term 1 plus Consolidation of all grammar</p>



Writing Curriculum Map

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Poetry – Kenning Non-Chronological report (The Night Zoo) Wing (Literacy Shed) - Opening	Persuasive advert (Viking Long Houses) Shackleton’s Journey: Letter - Job application Diary entry	Highwayman: Description: character or setting Informal letter The Ocean Maker (Literacy Shed) Cliff hanger narrative (incl. dialogue)	Everest: Instructions -How to survive Narrative: 1st Person dilemma Ten Tiny Word Tales: The Fisherman’s catch...	Letter – formal (based on residential) Biography (Famous Person) Ten Tiny Word Tales: We watch the teacher...	Zoo: Argument/Debate Poetry - My Heart is a Volcano Visit Baghdad: Persuasive leaflet
Y5 Grammar & Punctuation	Consolidate from Y4 Introduce relative clauses Devices to build cohesion Adverbials of time and place Consolidate present perfect & progressive forms of verbs	Consolidate from Y4 Brackets, dashes and commas Relative clauses	As term 1 Modal verbs Dialogue Commas to clarify meaning Parenthesis	As term 1 Modal verbs Dialogue Commas to clarify meaning Parenthesis Cohesive devices Adverbials of time and place Consolidate	As term 2 plus consolidation of all grammar including relative clauses	As term 2 plus consolidation of all grammar
Year 6	Secret Garden: Descriptive setting Journey of a blood cell: Explanation (Vacuum Cleaner & Heart LIMERENCE: acrostic Booked: Create their acrostic	World’s End: Narrative (including dialogue to convey character and advance action) Hound of the Baskervilles: Letter – formal (requesting help) Setting description Watson’s Diary entry (personality and frustration) Snow Goose: Letter – persuade character	Flaxman Low – Ghost story – What happens next... (senses) Interview (What’s App Chat, podcast) Advert – Call for Flaxman Low UFO sighting – Narrative (short burst writing) Letter to a friend about seeing a UFO above Holmes Chapel (Link Jodrell Bank)	Argument - A biased argument arguing for the continuation of the school uniform policy Instructions/ explanation – invent a futuristic mode of transport Performance Poetry – Rap (linked to futuristic mode of transport) Tweet (X)	Brochure – Leaflet (persuade visit Charles Darwin Museum) Personification of the days of the week - Friday Meets Monday Poem (based on My Treasures by Kate Wakeling) – What are Charles Darwin’s treasures from his perspective. Letter (formal) – inviting Charles Darwin to visit school + reply to letter.	While the Storm Rages: Narrative including dialogue – (one piece to convey character and another piece to advance action) Captain Nemo: Trust event – writing a speech
Y6 Grammar & Punctuation	Consolidate from Y5 Consolidate all punctuation Colons Introduce passive voice Cohesive devices	Consolidate from Y5 Dialogue Formality Ellipsis Semi-colons Passive voice	As term 1 Consolidate all punctuation and grammar	As term 1 Consolidate all punctuation and grammar Introduce subjunctive forms	As term 1 Consolidate all punctuation and grammar	As term 1 Consolidate all punctuation and grammar Subjunctive forms



Key Stage Overview - Composition

Year 1

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

Year 2

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
- proofreading 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



Key Stage Overview - Composition

Lower Key Stage 2 – Years 3 and 4

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:

- 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

Proofread 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



Key Stage Overview - Composition

Upper Key Stage 2 – Years 5 and 6

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
- 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

Proofread for spelling and punctuation errors

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



Key Stage Overview - Grammar and Punctuation

Year 1 Statutory Requirements

Pupils should be taught to:	develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">• 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 (see grid below)• use the grammatical terminology in English Appendix 2 in discussing their writing.
Word	<ul style="list-style-type: none">• 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• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	<ul style="list-style-type: none">• How words can combine to make sentences Joining words and joining clauses using and
Text	<ul style="list-style-type: none">• Sequencing sentences to form short narratives
Punctuation	<ul style="list-style-type: none">• Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun
Terminology	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



Key Stage Overview - Grammar and Punctuation

Year 2 Statutory Requirements

Pupils should be taught to:	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, commandexpanded noun phrases to describe and specify [for example, the blue butterfly]the present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but)the grammar for year 2 in English Appendix 2 (see grid below)some features of written Standard Englishuse and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Word	<ul style="list-style-type: none">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 (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	<ul style="list-style-type: none">Subordination (using when, if, that, because) and co-ordination (using or, and, but)Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<ul style="list-style-type: none">Correct choice and consistent use of present tense and past tense throughout writingUse 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]
Punctuation	<ul style="list-style-type: none">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma



Key Stage Overview - Grammar and Punctuation

Year 3 Statutory Requirements

In years 3 and 4, Pupils should be taught to:

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 (see grid below)

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.

Word

- Formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- 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]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Sentence

- 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]

Text

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- 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]

Punctuation

Introduction to inverted commas to punctuate direct speech

Terminology

preposition, conjunction, word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')



Key Stage Overview - Grammar and Punctuation

Year 4 Statutory Requirements

In years 3 and 4, Pupils should be taught to:

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 (see grid below)

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.

Word

- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Sentence

- 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)
- Fronted adverbials [for example, Later that day, I heard the bad news.]

Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation

- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
- Use of commas after fronted adverbials

Terminology

Determiner, pronoun, possessive pronoun, adverbial



Key Stage Overview - Grammar and Punctuation

Year 5 Statutory Requirements

In years 5 and 6, Pupils should be taught to:

- 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 (see grid below)

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.

Word

- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Sentence

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Text

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- 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]

Punctuation

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

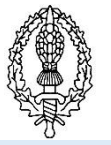


Key Stage Overview - Grammar and Punctuation

Information from the English Appendix 2 for Year 6 only

Year 6 Statutory Requirements

In years 5 and 6, Pupils should be taught to:	<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 (see grid below) <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 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Word	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	<ul style="list-style-type: none"> • 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)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	<ul style="list-style-type: none"> • 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 • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



Key Stage Overview - Transcription

Year 1: Follow the Year 1 programme of study and write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2: Follow the Year 2 programme of study and write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Lower Key Stage 2 – Years 3 and 4: Follow the Year 3 and 4 programme of study and write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Upper Key Stage 2 – Years 5 and 6: Follow the Year 5 and 6 programme of study and 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 Attainment - Progression

Composition – Planning					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none">• use ideas from reading in a narrative	<ul style="list-style-type: none">• use a shared text as a model for writing	<ul style="list-style-type: none">• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none">• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none">• use other similar writing as models for their own• in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed• identify the audience for and the purpose of the writing	<ul style="list-style-type: none">• use other similar writing as models for their own• in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed• identify the audience for and the purpose of their writing and select the appropriate form when planning
<ul style="list-style-type: none">• say out loud what they are going to write about	<ul style="list-style-type: none">• plan or say out loud what they are going to write about, including writing based on personal experiences	<ul style="list-style-type: none">• plan or say out loud what they are going to write about, including writing based on personal experiences	<ul style="list-style-type: none">• discuss ideas for writing, beginning to make personal choices when planning	<ul style="list-style-type: none">• begin to use a variety of approaches to support effective planning	<ul style="list-style-type: none">• use a variety of approaches to support effective planning



Writing Attainment – Progression

Composition – Planning (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none">• write down ideas, and/or key words, including new vocabulary	<ul style="list-style-type: none">• write down ideas, and/or key words, technical vocabulary and phrases	<ul style="list-style-type: none">• write down ideas, and/or key words, technical vocabulary and phrases	<ul style="list-style-type: none">• note and develop initial ideas, drawing on reading and research where necessary	<ul style="list-style-type: none">• note and develop initial ideas, drawing on reading and research where necessary
<ul style="list-style-type: none">• say a sentence before writing it	<ul style="list-style-type: none">• encapsulate what they want to say, sentence by sentence	<ul style="list-style-type: none">• compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	<ul style="list-style-type: none">• rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	<ul style="list-style-type: none">• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)	<ul style="list-style-type: none">• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)



Writing Attainment - Progression

Composition – Writing					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> sequence sentences to form short narratives 	<ul style="list-style-type: none"> write own narratives with a sequence of events 	<ul style="list-style-type: none"> begin to develop the events in a narrative sequence 	<ul style="list-style-type: none"> write narratives, developing the detail across the sequence of events 	<ul style="list-style-type: none"> experiment with form in narrative writing 	<ul style="list-style-type: none"> use a variety of narrative structures
<ul style="list-style-type: none"> use and continue a repeating pattern from a model include some story language and patterns following models 	<ul style="list-style-type: none"> include story language and patterns 	<ul style="list-style-type: none"> begin to include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> adapt writing to distinguish between the language of speech and that of written texts 	<ul style="list-style-type: none"> adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style
<ul style="list-style-type: none"> re-tell/imitate familiar stories 	<ul style="list-style-type: none"> re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue 	<ul style="list-style-type: none"> include dialogue within story writing and begin to use this to reveal detail about character 	<ul style="list-style-type: none"> begin to develop mood and atmosphere, including through dialogue between characters 	<ul style="list-style-type: none"> maintain an appropriate balance between dialogue and narrative 	<ul style="list-style-type: none"> blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator



Writing Attainment - Progression

Composition – Writing (continued)

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> act out stories and portray characters and their motives 	<ul style="list-style-type: none"> explore characters' feelings and situations in stories, using role play and oral rehearsal describe characters and setting 	<ul style="list-style-type: none"> use some detail in the description of setting and characters' feelings or motives 	<ul style="list-style-type: none"> describe characters both physically and through their actions and speech 	<ul style="list-style-type: none"> develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text 	<ul style="list-style-type: none"> include aspects of characterisation, including what characters say and do, integrating this within a text
			<ul style="list-style-type: none"> include setting descriptions across a text 	<ul style="list-style-type: none"> begin to weave in setting descriptions with characterisation and action 	<ul style="list-style-type: none"> weave in setting descriptions with characterisation / action
<ul style="list-style-type: none"> recount real events use the language of texts read as models for their own writing sequence sentences to form simple non-fiction text types 	<ul style="list-style-type: none"> write about real events write for different purposes establish the basic purpose of a text, using some relevant features 	<ul style="list-style-type: none"> write in a variety of genres and forms, including writing for real purposes and audiences, begin to select and use forms and vocabulary appropriate to the purpose / reader 	<ul style="list-style-type: none"> write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose 	<ul style="list-style-type: none"> write in a range of genres and forms taking account of different audiences and purposes 	<ul style="list-style-type: none"> write in a range of genres and forms taking account of different audiences and purposes and using features confidently
<ul style="list-style-type: none"> assemble information on a subject from their own experience 	<ul style="list-style-type: none"> assemble information on a subject 	<ul style="list-style-type: none"> assemble information on a subject and turn notes into sentences 	<ul style="list-style-type: none"> organise or categorise information based on notes from several sources 	<ul style="list-style-type: none"> organise information gained from notes made from reading into own writing begin to précis longer paragraphs from reading 	<ul style="list-style-type: none"> organise information gained from notes made from reading into own writing présis longer paragraphs from reading



Writing Attainment – Progression

Composition – Writing (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> begin to convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> include the use of devices to organise writing 	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices 	<ul style="list-style-type: none"> use a range of organisational and presentational devices to structure text and guide the reader 	<ul style="list-style-type: none"> build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
<ul style="list-style-type: none"> listen to and discuss a wide range of rhymes and poems, learning to recite some by heart 	<ul style="list-style-type: none"> listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some write poetry 	<ul style="list-style-type: none"> prepare a range of different forms of poetry to read aloud and perform write poetry using the features of poetic forms studied 	<ul style="list-style-type: none"> prepare a range of different forms of poetry to read aloud and perform write poetry using the features of poetic forms studied 	<ul style="list-style-type: none"> prepare poems to read aloud and perform learn a wider range of poetry by heart experiment with writing poetry using different forms 	<ul style="list-style-type: none"> prepare poems to read aloud and perform learn a wider range of poetry by heart write poetry using different forms
<ul style="list-style-type: none"> use words that sequence events (see vocabulary / grammar section for detail of year group expectations) 	<ul style="list-style-type: none"> use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations) 	<ul style="list-style-type: none"> include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year group expectations) 	<ul style="list-style-type: none"> sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations) 	<ul style="list-style-type: none"> organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations) 	<ul style="list-style-type: none"> make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions (see vocab grammar section for detail of year group expectations)
<ul style="list-style-type: none"> make some choices of appropriate vocabulary 	<ul style="list-style-type: none"> choose appropriate words and phrases to describe 	<ul style="list-style-type: none"> begin to use figurative language 	<ul style="list-style-type: none"> include descriptive detail and figurative language to make writing more vivid 	<ul style="list-style-type: none"> use expressive and figurative language to create mood and atmosphere 	<ul style="list-style-type: none"> use expressive and figurative language to create mood and atmosphere



Writing Attainment – Progression

Composition – Writing (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none">begin to select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">choose words and phrases for effect (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">begin to make choices about vocabulary, word order, and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">select suitable punctuation and precise vocabulary when writing (see vocabulary / grammar section for detail of year group expectations)
	<ul style="list-style-type: none">begin to vary sentence openings (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">begin to use a variety of sentence structures (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader: (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)	<ul style="list-style-type: none">consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)



Writing Attainment – Progression

Composition – Writing (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none">include some details in both narrative and non-fiction writing	<ul style="list-style-type: none">ensure relevant details are included in both narrative and non-fiction writing	<ul style="list-style-type: none">begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly	<ul style="list-style-type: none">engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directlyor through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies.begin to develop points of view and authorial voice	<ul style="list-style-type: none">maintain interest for the reader in a variety of ways in both narrative and non-fiction writingdevelop points of view and authorial voice



Writing Attainment – Progression

Composition – Writing (continued)

Y1	Y2	Y3	Y4	Y5	Y6
		<ul style="list-style-type: none">• begin to use paragraphs to group related materials	<ul style="list-style-type: none">• use paragraphs to organise ideas around a theme in non-fiction forms• use adverbials to connect one paragraph to another• begin to use paragraphs to indicate changes in setting, character and time in a narrative	<ul style="list-style-type: none">• begin to structure main ideas across the text by using paragraphs purposefully• use devices to build cohesion within a paragraph• link ideas across paragraphs using adverbials of time, place, number or tense choice• begin to use paragraphing to deliberately pace the writing	<ul style="list-style-type: none">• structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase• use paragraphing to deliberately pace the writing



Writing Attainment – Progression

Evaluate and edit					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> re-read what they have written to check for sense 	<ul style="list-style-type: none"> proof read for errors in spelling, grammar and punctuation re-read to check that their writing makes sense, and that tenses are consistent 	<ul style="list-style-type: none"> proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately 	<ul style="list-style-type: none"> proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately 	<ul style="list-style-type: none"> proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> proof read for spelling, grammar and punctuation errors re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural
<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils 	<ul style="list-style-type: none"> begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements begin to propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> evaluate and edit the effectiveness of their own and others' writing and suggest improvements. propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> evaluate and edit, assessing the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning 	<ul style="list-style-type: none"> evaluate and edit, assessing the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
<ul style="list-style-type: none"> read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make meaning clear to the audience 	<ul style="list-style-type: none"> read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



Writing Attainment – Progression

Vocabulary, grammar and punctuation					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • write single clause sentences • use 'and' to link words within sentences • leave spaces between words 	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions • use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • use a variety of sentence structures, such as: <ul style="list-style-type: none"> single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions 	<ul style="list-style-type: none"> • use a variety of sentence structures, such as: <ul style="list-style-type: none"> single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
<ul style="list-style-type: none"> • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • punctuate sentences using full stops, capital letters, exclamation marks, question marks • use apostrophes for contracted forms 	<ul style="list-style-type: none"> • use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas • use a new line for a new speaker when writing direct speech • use apostrophes to mark plural possession 	<ul style="list-style-type: none"> • use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • use brackets, dashes or commas for parenthesis e.g. asides, additional information 	<ul style="list-style-type: none"> • use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation • use hyphens to avoid ambiguity • understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses • use a colon to introduce a list • punctuate bullet points consistently



Writing Attainment – Progression

Vocabulary, grammar and punctuation (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> use commas in lists 	<ul style="list-style-type: none"> use commas in lists and begin to use them to demarcate clauses 	<ul style="list-style-type: none"> use commas to demarcate items in a list, clauses and phrases 	<ul style="list-style-type: none"> place commas, mostly accurately, to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
<ul style="list-style-type: none"> join two clauses in a sentence using the co-ordinating conjunction 'and' use 'because' to provide reasoning 	<ul style="list-style-type: none"> expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because use appropriate adjectives and adverbs to give essential information 	<ul style="list-style-type: none"> express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of 	<ul style="list-style-type: none"> express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of use fronted adverbials use commas after fronted adverbials 	<ul style="list-style-type: none"> use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
	<ul style="list-style-type: none"> use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> begin to expand noun phrases in different ways, for example by adding prepositional phrases 	<ul style="list-style-type: none"> use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases 	<ul style="list-style-type: none"> begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely 	<ul style="list-style-type: none"> make precise and effective use of expanded noun phrases, conveying complicated information concisely
<ul style="list-style-type: none"> use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learn the grammar for Y1 from English Appendix 2 	<ul style="list-style-type: none"> use some features of standard English learn the grammar for Y2 from English Appendix 2 	<ul style="list-style-type: none"> use some features of standard English learn the grammar for Y3 from English Appendix 2 	<ul style="list-style-type: none"> use Standard English forms for verb inflections instead of local spoken forms learn the grammar for Y4 from English Appendix 2 	<ul style="list-style-type: none"> use Standard English forms for verb inflections instead of local spoken forms learn the grammar for Y5 from English Appendix 2 	<ul style="list-style-type: none"> use Standard English forms for verb inflections instead of local spoken forms learn the grammar for Y6 from English Appendix 2



Writing Attainment – Progression

Vocabulary, grammar and punctuation (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> orally practise using present and past tenses correctly 	<ul style="list-style-type: none"> use the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> use the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> maintain the use of the present and past tenses correctly and consistently 	<ul style="list-style-type: none"> maintain tense consistently and begin to manage shifts in tense 	<ul style="list-style-type: none"> maintain tense and person consistently including shifts between tenses
	<ul style="list-style-type: none"> use the present progressive and past progressive forms 	<ul style="list-style-type: none"> use the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> use the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause indicate degrees of possibility using adverbs or modal verbs ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions use passive constructions where appropriate ensure correct subject and verb agreement when using singular and plural
			<ul style="list-style-type: none"> select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition
<ul style="list-style-type: none"> use the terminology for Y1 found in English Appendix 2 	<ul style="list-style-type: none"> use and understand the grammatical terminology found in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading 	<ul style="list-style-type: none"> use and understand the grammatical terminology found in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> use and understand the grammatical terminology found in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing



Writing Attainment – Progression

Handwriting					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top• form capital letters• form digits 0-9	<ul style="list-style-type: none">• form lower-case letters of the correct orientation and size relative to one another• start writing at the middle or top of the letters and leave the end ready to join later• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<ul style="list-style-type: none">• begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	<ul style="list-style-type: none">• secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined	<ul style="list-style-type: none">• write legibly, fluently and with increasing speed• choose the writing implement that is best suited for a task	<ul style="list-style-type: none">• write legibly, fluently and with increasing speed• choose the writing implement that is best suited for a task
<ul style="list-style-type: none">• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)• make distinctions between ascenders and descenders and other 'between the line' letters• distinguish between similar looking letters	<ul style="list-style-type: none">• 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 un-joined• use spacing between words that reflects the size of the letters	<ul style="list-style-type: none">• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	<ul style="list-style-type: none">• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	<ul style="list-style-type: none">• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	<ul style="list-style-type: none">• choose which shape of a letter to use when given choices and decide whether or not to join specific letters



Writing Attainment – Progression

Transcription					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		
<ul style="list-style-type: none"> • spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly • use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known 	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary 	<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary
	<ul style="list-style-type: none"> • spell most words relating to the statements from previous year groups correctly 	<ul style="list-style-type: none"> • spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> • spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> • spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> • spell most words relating to the statements from previous year groups correctly, after independent proof-reading



Writing Non-Statutory Guidance

Y1 Non-Statutory Guidance

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.



Writing Non-Statutory Guidance

Y2 Non-Statutory Guidance

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.



Writing Non-Statutory Guidance

Y3/4 Non-Statutory Guidance

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].



Writing Non-Statutory Guidance

Y5/6 Non-Statutory Guidance

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.



Teaching of Spelling at Holmes Chapel

Visions and aims

In the National Curriculum Spelling Appendix, it states that *most people read words more accurately than they spell them. The younger pupils are, the truer this is.* Therefore, we teach younger children how to segment to spell in phonics lessons following the Little Wandle phonics scheme, and then spelling rules in a systematic series of lessons moving higher up through school in line with the Spelling Shed scheme. These lessons include the role of morphology and etymology to help children make links and understand the relationship between meaning and spelling of words. In time, this creates confident and independent spellers.

Intent

At Holmes Chapel Primary School, we aim for children to develop into confident spellers who are enthusiastic and excited by their use of language and the knowledge of words. We want them to be able to spell quickly, accurately and not afraid of using their skills and knowledge to tackle the spelling of unfamiliar words. In order for this to happen, we encourage the children to make relationships between sounds and letters (phonics), understand the word structure (morphology) and the spelling structure (orthography) of words. We expect the children to be able to discuss words, their spelling patterns and meaning and understand their origins and how they have changed throughout history (etymology). The Spelling Shed scheme provides opportunities to cover these skills within its sequenced lessons across both key stages.

Implementation

- Early spelling is taught through daily phonics lessons where children are taught how to segment to spell in EYFS and Year 1.
- In Reception, the reading of tricky words takes place daily in Little Wandle phonics lessons. The spelling of these takes place in Literacy lessons and within phonics lessons later in the Reception year.
- In Year 1, the reading and spelling of tricky words takes place daily in Little Wandle phonics lessons.
- Spelling is taught from Year 2-6 following the Spelling Shed scheme of work.
- Spelling is taught 3 x weekly in Year 2. Additional spelling practice is given as part of daily Little Wandle sessions.
- Spelling is taught 4 x weekly in Key Stage 2.
- A baseline assessment takes place at the beginning of the autumn term to ensure any children who are not working at the age related expectation are taught within their 'stage' appropriate to their spelling level. This means that some year groups stream their cohort into 2 or more groups working at different stages. Where possible, groups that are teaching children at a stage lower to their chronological stage should be as small as possible.

Assessment

- A baseline assessment in the form of a word spelling test takes place at the beginning of the autumn term
- Summative assessments take place at the end of the term in the form of a word spelling test. A gap analysis is completed to inform next steps teaching and learning. While the Spelling Shed scheme will continue to be followed, interventions may be put in place to reduce gaps in knowledge.
- Children are assessed formatively on their spelling ability when writing; this is ongoing throughout the year.
- Additional summative assessment takes place on the spelling ability when writing as part of the end of term assessment for writing. This comes under the transcription element of the end of year / Key Stage assessment.



Teaching of Handwriting at Holmes Chapel

Intent

At Holmes Chapel Primary School we intend our children to have the skills to be able to write fluently, legibly, and with automaticity and speed. We want confident writers who can successfully form letters with correct and relative size, form different strokes to join adjacent letters, and eventually make conscious decisions to join or understand when letters are best left un-joined. We want our children to take care with their handwriting and being proud of their work, knowing it is presented adequately for the job it is intended (display, note-taking, etc).

Implementation

Early Years:

Early handwriting is taught daily through a variety of methods:

In Reception, teachers raise awareness of patterns and shapes in the environment and developing the vocabulary for them.

Teachers model and explain vocabulary of movement by talking about the movements children make, such as going round and round, making curves, etc.

- To develop gross motor skills teachers model and encourage the children to make shapes with their body/ movements to help them remember patterns and shapes, make large movements in the air with their arms, hands and shoulders, encouraging use of both sides, and use warm up activities to build core strength in order to help posture and necessary muscle memory.
- To develop fine motor skills and dexterity teachers provide the children with activities, such as pegs, threading, construction, play dough, cutting, use of tweezers, etc.
- Teachers model correct letter formation (print) using the correct positional language to reinforce orientation and help memory recall.
- Children make patterns and letter shapes in the air, on each other's backs, sand, flour, wipe off chalk boards/ floor with water paint brushes
- Teachers model correct pencil grip and correct/ support where necessary.
- Teachers model correct posture for sitting and correct paper orientation.
- Teachers provide triangular-shaped equipment (pencils and whiteboard pens) as much as possible, and explore the use of different grips to aid a comfortable grip.
- Formal handwriting and letter formation practice in books / on paper is taught seated at a table of appropriate height where possible.
- In Reception, where children are identified to struggle with fine motor skills, we provide fine motor interventions on building muscle strength, orientation, pressure as applicable.

Key Stage 1:

In Key Stage 1, handwriting lessons are taught a minimum of 3x per week, using the Letterjoin scheme.

- Teachers model correct formation of lower case, capital letters and numbers 0-9, differentiating where they start and finish.
- Letters are introduced and revised in letter families with vocabulary modelled to reinforce shape and direct of those families, following the Little Wandle rhymes.
- Teachers revise horizontal strokes for joining and introduce diagonal strokes for joining.

Key Stage 2:

In Lower Key Stage 2, handwriting is taught 3x per week focusing on strokes for joining, legibility, consistency and quality of writing.

In Upper Key Stage 2, handwriting is assessed and where common errors occur, whole class lessons are planned to address these errors.

In Upper Key Stage 2, handwriting is practised in word form linked to spellings 2x per week or ongoing through common errors in their writing.

Whole School:

All year groups provide suitable equipment for children of good size and quality. Teachers provide additional ergonomic equipment where necessary (larger pens, grips, books with larger lines, and other aids advised by Occupational Therapists, etc)

Interventions are put in place for children who struggle to meet age-related expectation (Peg to Paper, Write from the Start, Shine handwriting amongst other bespoke interventions based on individual needs).



Teaching of Handwriting at Holmes Chapel

Assessment

The national curriculum end of key stage assessment in key stage 1 and 2 assesses handwriting as part of the writing element through the '*pupil can*' statements. At Holmes Chapel Primary School, in each year group, we assess children's handwriting through their ability to apply their handwriting in their everyday writing. We will look at work in everyday books, work for displays and specific handwriting books but not these alone.

Where a child struggles to meet the end of year writing expectation because of handwriting alone, 'a particular weakness' may be applied where the child has specific needs inhibiting the ARE in handwriting. In order to apply the 'particular weakness' as reason to achieve the ARE for writing, the teacher MUST provide evidence that every endeavour has been made to address this issue and help the child to improve over time. This particular weakness may be as a result of a physical need that affects the child's gross/ fine motor skills.

EYFS

ELG: Fine Motor Skills

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, paint brushes and cutlery (Writing tools)

Begin to show accuracy and care when drawing.

ELG: Writing

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.

Year 1

Pupils should be taught to:

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' and to practise these

Year 2

Pupils should be taught to:

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 un-joined

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



Teaching of Handwriting at Holmes Chapel

Years 3-4

Pupils should be taught to:

**use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
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**

Years 5-6

Pupils should be taught to:

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**