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| **EYFS** | In the Early Years the progression in Writing is taken from the EYFS statutory framework and Development Matters.  The most relevant statements for Reading are taken from the following areas of learning:   * Literacy – Writing * Physical development - Fine motor skills * Reading – Phonics   **Refer to the Developmental Stages of Writing EY2P & EYFS LTP** | | |
| **Nursery** | **Writing** | **Physical development** | **Phonics** |
| * Use some print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy * Write some or all of their name * Write some letters accurately (formation) | * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand | * Are attuned to the sounds around them – Phase 1: environmental, instrumental, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. * Can identify some initial sounds in words * Is beginning to identify the end sound in words * Is beginning to orally blend sounds to hear words (CVC) |
| **Reception** | * Form lower-case and capital letters correctly * Spell words by identifying the sounds and then writing the sound with letter/s * Write short sentences with words with known letter-sound correspondences * I am beginning to use a capital letter and a full stop * I can spell some HFWs with accuracy * I am beginning to join words and clauses using and * I can re-read what I have written to check that it makes sense | * Develop the foundations of a handwriting style which is fast, accurate and efficient * Hold and use a more consistent pencil grip (tripod grip) * Use a wide range of small tools including scissors, paint brushes and cutlery * Begin to show accuracy and care when drawing | * Are fluent in Phase 3 phonics (Little Wandle) * Can read books matched to the phonic level (blue) with fluency and pace * Can segment the sounds in simple words and blend them together and knows which letters represent some of them |
| **ELGs** | **Children at the expected level of development will:**   * 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 | **Children at the expected level of development will:**   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; | **Children at the expected level of development will:**   * Can use phonic knowledge to decode regular words and read them aloud accurately * Can apply phonic knowledge when writing |

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| **Reception** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Planning tool:**  Story maps, sequence of story and keywords  **Whole class retelling of story**  **Understanding that stories have a beginning, middle and end**  **Retell simple 5-part story:**  Once upon a time  First/Then/Next  But  So  Finally…. happily ever after  **Non-fiction:**  **Factual writing closely linked to the story**  **Simple factual sentences based around a theme**  Names  Labels  Captions  Lists  Diagrams  Message | **Introduce simple sentences**  **Simple connectives:**  and  who  but  because  **Say a sentence, write and read it back to check it makes sense**  **Compound sentences using connectives (co-ordinating conjunctions)**  and/but  -ly openers  Luckily  Unfortunately | **Introduce:**  **Determiners**  the  a  my  your  on  this  that  his  her  their  some  all  **Prepositions:**  up  down  in  into  out  to  onto  **Adjectives**  Old, little, big, small, quiet  **Adverbs**  Luckily, unfortunately, fortunately  **Similes**  Using like |

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|  | **The progression in Writing is taken from the National Curriculum programmes of study and Lancashire Key Learning Indicators of performance** | | | |
|  | **Spelling** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 1** | * Name the letters of the alphabet and in order * Use letter names to distinguish between alternative spellings of the same sound * Spell the days of the week * Common exception words * I can segment words into phonemes and represent these with graphemes, spelling some correctly * Use the spelling rule for adding -s or -es as the plural marker for nouns [for example, dog, dogs; wish, wishes], and the third person singular marker for verbs (for example – she waits, she watches) * Use the spelling rule for the prefix un- changing the meaning of verbs and adjectives (negation, for example, unkind or undoing: untie the boat) * Use the spelling rule for the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words for example helping, helped, helper, eating, quicker, quickest * Write from memory simple dictated sentences include words using GCPS and the common expectation words taught so far | * Sit correctly at a table, hold 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 * Use space in between words | **Planning**   * Saying out loud what they are going to write about and composing a sentence orally before writing it   **Writing**   * Write captions, producing own ideas for writing * Sequencing sentences to form short narratives   **Editing**   * Discussing what they have written with the teacher or other pupils * Re-reading what they have written to check that it makes sense   **Performance**   * Reading aloud their writing clearly enough to be heard by their peers and the teacher | * Joining words, clauses, thoughts and ideas using *and/but/because/so* * Beginning to punctuate sentences using: * A capital letter and a full stop * question mark * exclamation mark * Using a capital letter for names of people, places, days of the week and the personal pronoun ‘I’ * I am beginning to use the past and present tense correctly |
| **Key vocabulary** |
| * Letter * capital letter * word * singular * plural * sentence * punctuation * full stop * question mark * exclamation mark |

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| **Year 1** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Fiction - Secure use of planning tools**  Story map  Boxing up  **Plan opening around character(s),**  Setting  time of day  type of weather  **Understanding** - beginning /middle /end to a story  **Understanding -** 5 parts to a story  **opening**  Once upon a time…  **Build-up**  One day…  **Problem/Dilemma**  Suddenly,.. /unfortunately,…  **Resolution**  Fortunately,…  **Ending**  Finally,… | **Connectives:**  And  or  but  so  because  then  **Openers**  Fortunately  Unfortunately  Sadly  **Simple sentences**  I went to the park. The castle is haunted.  **Embellished simple sentences using adjectives**  The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.  **Compound sentences using connectives** (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.  **Complex sentences:** Use of ‘who’ (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.  **Repetition for rhythm** | **Preposition**  inside outside towards across under  **Determiners**  the a my your an this that his her their some all lots of many more those these  **Adjectives to describe**  The old house… The huge elephant…  **Alliteration**  dangerous dragon slimy snake  **Similes using as….as…**  as tall as a house as red as a radish |

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|  | **The progression in Writing is taken from the National Curriculum programmes of study and Lancashire Key Learning Indicators of performance** | | | |
|  | **Spelling** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 2** | * Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Spell many common exception words * Add suffixes to spell longer words e.g. ment, *–*ness, *–*ful, *–*less*, –*ly * Use suffixes to form nouns (-ness, -er) and by compounding [for example, whiteboard, superman] * Using suffixes –er and –est in adjectives and the using –ly to turn adjectives into adverbs * Write from memory simple dictated sentences including the words using the GPC’s, common expectation words and punctuation taught so far | * Form lower-case letters to the correct size relative to one another. * Use the diagonal and horizontal strokes needed to join some 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 | **Planning**   * Planning/saying what they are going to write about * Writing down ideas/key words/new vocab * Encapsulating/summarising ideas sentence by sentence.   **Writing**   * Write simple, coherent narratives about personal experiences and those of others (real and fiction). * Writing about real events recording simply and clearly (e.g. diary, recount, newspaper report). * Writing poetry * Writing for different purposes (e.g. to persuade, to inform, to entertain) and matching organisation to purpose.   **Editing**   * Make simple additions, revisions and corrections to their writing by: * Evaluating writing with others. * Re-reading to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. * Proof-reading spelling, grammar and punctuation   **Performance:**   * Read aloud what they have written with appropriate intonation to make the meaning clear | **Punctuation**   * Full stops * Capital letters * Question marks * Exclamation marks * Commas for lists * Apostrophe for contracted forms * Apostrophes for possession (singular e.g. the girl’s name)   **Grammar**   * Learn how to use subordination using when, if, that, because and co-ordination using or, and, but * Learn how to use expanded noun phrases to describe and specify e.g. the blue butterfly and apply to extended writing. * Learn how to use the present and past tenses mostly correctly and consistently including in the progressive form (e.g. she is drumming, he was shouting) |
| **Key vocabulary** |
| * noun * noun phrase * statement * question * exclamation command compound suffix * adjective * adverb * verb tense (past, present) * apostrophe * comma |

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| **Year 2** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Fiction - Secure use of planning tools**  Story map  story mountain  story grids  Boxing up  **Plan opening** around character(s), setting, time of day and type of weather  **Understanding 5 parts to a story with more complex vocabulary**  **Opening**  In a land far away….  One cold but bright morning…..  **Build-up**  Later that day  **Problem / Dilemma**  To his amazement  **Resolution**  As soon as  **Ending**  Luckily, Fortunately  **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.  **Non-Fiction**  **Fiction - Secure use of planning tools**  Text map, Boxing –up  **Introduction**  Heading, hook to engage reader, factual statement / definition, Opening question  **Middle section**(s)  Group related ideas/facts into sections  Sub headings to introduce sentences/sections Use of lists – what is needed/lists of steps to be taken Bullet points for facts Diagrams Ending  Make final comment to reader Extra tips! / Did-you-know? facts / True or false? | **‘ly’ starters**  e.g. Usually, Eventually, Finally, Carefully, Slowly  **Embellished simple sentences using**  **adjectives**  The boys peeped inside the dark cave.  **Adverbs**  Tom ran quickly down the hill.  **Vary long and short sentences:**  Long sentences to add description or information.  Use short sentences for emphasis and making key points.  Sam was unhappy. The door closed!  **List of 3 for description:**  He wore old shoes, a dark cloak and a red hat.  **Complex sentences:** Use of ‘who’ (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.  **Repetition for rhythm**  He walked and he walked and he walked. | **Prepositions:**  Behind above along before between after  **Alliteration**  wicked witch slimy slugs  **Similes using…like…**  … like sizzling sausages …hot like a fire  **Two adjectives to describe the noun**  The scary, old woman… Squirrels have long, bushy tails.  **Adverbs for description**  Snow fell gently and covered the cottage in the wood.  **Adverbs for information**  Lift the pot carefully onto the tray. The river quickly flooded the town.  **Generalisers for information**  Most dogs…. Some cats…. |

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|  | **Spelling linked to Babcock** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 3** | * Spell words which use prefixes and suffixes and understand how to add them related to the spelling rules * Spell homophones * Spell most words that are often misspelt – English Appendix 1 * Use the first two or three letters of a word to check its spelling in a dictionary linked closely to Stage 3 vocabulary. * Write from memory simple sentences, some of which can be dictated by the teacher, that include words (including spellings) and punctuation taught so far. | * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined * Increase the legibility, consistency and quality of their handwriting [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]. | **Planning**   * Discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar *(text type prompts and plans LKS2)* * Organise paragraphs around a theme   **Draft and write by**   * Extending and developing ideas logically in sequenced sentences within the paragraph * Composing & rehearsing sentences orally including dialogue, progressively building a varied & rich vocabulary & an increasing range of sentence structures. * In narratives: create settings, characters and plot-using adjectives and adverbs for description. * In non-narrative material, using simple organisational devices such as headings and sub-headings.   **Editing**   * Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proof-read for spelling and punctuation errors   **Performance**   * Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear | **Punctuation**   * Reinforce year 1 and 2 * Place the possessive apostrophe accurately in order to spell words with regular plurals (for example girls’, boys’) and in words with irregular plurals [for example, children’s] * Use speech marks to punctuate direct speech   **Grammar**   * Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although and apply to extended writing. * Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun ‘he’, ‘him’, ‘his’ etc) * Using 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] * Further using conjunctions, adverbs and prepositions to express time and cause. * using conjunctions [for example, when, before, after, while, so, because]; * using adverbs [for example, then, next, soon, therefore] * using prepositions [for example, before, after, during, in, because of] |
| **Key vocabulary** |
| * Word family * prepositions * conjunctions * prefixes * clauses * inverted commas/speech marks * consonant * vowel |

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| **Year 3** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Secure use of planning tools**  Story map, boxing up, washing line  **Paragraphs:** to organise ideas into each story part  **Fiction**  **Write stories with 5 parts**  Opening - should include detailed description of setting or characters  Build-up –build in some suspense towards the problem or dilemma  Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem  Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.  **Non- Fiction**  **Paragraphs** to organise ideas around a theme **Introduction** Develop hook to introduce and tempt reader in e.g. Who….? What….? Where….? Why….? When….? How….?  **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram  **Develop Ending** Personal response, extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment | **Vary long and short sentences**  Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  **Embellished simple sentences**  **Adverb starters** **to add detail**  Carefully, she crawled along the floor of the cave…. Amazingly, small insects can….  **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)**  **A few days ago**, we discovered a hidden box. **At the back of the eye**, is the retina. **In a strange way,** he looked at me.  **Prepositional phrases to place the action**  On the mat; behind the tree, in the air  **Compound sentences** (Coordination)  connectives: and/ or / but / so / for /nor / yet  **Develop complex sentences** **(Subordination)** with range of subordinating conjunctions  **‘ing’ clauses as starters** e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  **Sentence of 3 for description**  The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. **Pattern of 3 for persuasion**  Visit, Swim, Enjoy!  **Topic sentences to introduce non-fiction paragraphs**  Dragons are found across the world.  **Dialogue –powerful speech verb**  “Hello,” she whispered. | **Prepositions**  Next to, by the side of, In front of, during, through throughout, because of  **Powerful verbs**  stare, tremble, slither  **Boastful Language**  magnificent, unbelievable, exciting!  **More specific / technical vocabulary to add detail**  A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. |

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|  | **The progression in writing is taken from the National Curriculum programmes of study and Lancashire Key Learning Indicators of performance** | | | |
|  | **Spelling linked to Babcock** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 4** | * Further spell words which use prefixes and suffixes and understand how to add them related to the spelling rules * Spell further homophones * Spell words that are often misspelt. * Use the first two or three letters of a word to check its spelling in a dictionary linked closely to Stage vocabulary. * Write from memory simple sentences that include words and punctuation taught so far. | * Further use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left un-joined. * Increase the legibility, consistency and quality of their handwriting [for example, 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]. | **Planning**   * Plan writing for a range of styles, genres and audiences by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar   **Draft and write by:**   * Compose & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures- Select from a range of known adventurous vocabulary for a purpose. * Organise paragraphs using a wider range of connectives to connect ideas (although, never the less, despite, as well as, etc.) across the whole piece of writing linked to a theme, structuring ideas clearly. * In narratives, create settings, characters and plot, selecting interesting strategies to move a piece of writing forward. * In non-narrative material, extend the use of simple organisational devices such as headings and sub-headings.   **Editing**   * Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for a greater range of spelling and punctuation errors*.*   **Performance**   * Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear | **Punctuation**   * Place the possessive apostrophe accurately in order to further spell words with regular plurals (for example girls’, boys’) and in words with irregular plurals [for example, children’s]   **Grammar**   * Extending the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions and apply to extended writing. * Use the present perfect form of verbs in contrast to the past tense e.g. ‘He has gone out to play.’ In contrast to, ‘He went out to play. * Using and understanding Standard English forms of verb inflections instead of local spoken forms e.g. we were instead of we was, I did instead of I done. Beginning to identify main clause and subordinate clauses. * Understanding that noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to, ‘the strict maths teacher with curly hair.’ Apply to extended writing. * Children to understand grammatical difference between plural and possessive –s * Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted comma. * Use fronted adverbials punctuated with a comma |
| **Key Vocabulary** |
| * Word family * prepositions * conjunctions * Clause * Subordinate clause direct speech consonant * Vowel letter * Speech marks * Determiner * Pronoun * possessive pronoun * adverbial. |

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| **Year 4** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Secure use of planning tools**  Story map, boxing up, washing line  **Paragraphs:** to organise ideas into each story part to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma  **Fiction**  **Developed 5 parts to story**  Introduction  Build-up  Problem / Dilemma  Resolution  Ending  Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  **Non- Fiction**  **Paragraphs** to organise ideas around a theme  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of connectives.  Use of bullet points, diagrams  **Introduction**  **Middle section(s)**  **Ending**  Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader  Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.  Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind | **Long and short sentences**  Long sentences to enhance description or information  **Short sentences** to move events on quickly e.g. It was midnight. It’s great fun.  **Start with a simile**  As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences (Coordination)** using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)  **Develop complex sentences: (Subordination) Main and subordinate clauses** with range of subordinating conjunctions.  **-‘ed’ clauses as starters**  Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.  **Expanded -‘ing’ clauses as starters**  Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.  **Drop in –‘ing’ clause**  Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.  **Sentence of 3 for action**  Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.  **Repetition to persuade**  Find us to find the fun Dialogue - verb + adverb - “Hello,” she whispered, shyly. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | Consolidate Year 3 list Introduce:  Metaphor Personification  Onomatopoeia  **Empty words**  someone, somewhere was out to get him  Developed use of **technical language**  Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. – ate; –ise; –ify)  **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–) |

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|  | **The progression in writing is taken from the National Curriculum programmes of study and Lancashire Key Learning Indicators of performance** | | | |
|  | **Spelling linked to Babcock** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 5** | * Use further prefixes and suffixes and understand the guidance for adding them * Converting nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify) * Verb prefixes (e.g. dis-, de-, mis-, over- and re-) * Spell correctly many words from the year 5 / year 6 spelling list including words with silent letters e.g knight, psalm, solemn * Continue to distinguish between homophones and other words which are often confused * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Use a thesaurus | 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 | **Planning**   * Plan their writing by: * identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models * noting and developing initial ideas drawing on reading and research where necessary   **Draft & Write**   * Draft and write by: * selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning * In narratives, describe characters, settings and integrate dialogue * using paragraphs to organise ideas and use a range of devices to build cohesion within paragraphs *(e.g. then, after that, this, firstly)* * linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).   **Editing**   * Evaluate and edit by: * assessing the effectiveness of their own writing * ensuring the consistent and correct use of tense throughout a piece of writing. * Proof-read for spelling and punctuation errors * ensure correct subject-verb agreement when using singular or plural   **Performance**   * Perform their own compositions by using appropriate intonation, volume and movement so the meaning is clear | **Punctuation**   * Using commas to clarify meaning or avoid ambiguity in writing * Using capital letters, full stops, question marks, commas for lists, apostrophes for contractions, brackets, dashes or commas to indicate parenthesis, colons   **Grammar**   * Using and understanding relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. * Indicating degrees of possibility using modal verbs (might, should, will, must) or adverbs (e.g. perhaps, surely) |
| **Key Vocabulary** |
| * modal verb * relative pronoun * relative clause * parenthesis * bracket * dash * cohesion * ambiguity * Colon |

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| **Year 5** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Secure independent use of planning and planning tools across all genres**  Story map, boxing up, washing line  **Plan opening using:**  Description /action/dialogue  **Paragraphs:**  Vary connectives within paragraphs to build cohesion  Use change of place, time and action to link ideas across paragraphs  **Fiction**  **Use 5 part story structure**  Writing could start at any of the 5 points. This may include flashbacks  **Introduction** –should include action / description -character or setting / dialogue  Build-up –develop suspense techniques  **Problem / Dilemma** –may be more than one problem to be resolved  **Resolution** –clear links with dilemma  **Ending** – character could reflect on events, any changes or lessons, look forward to the future, ask a question  **Non -Fiction**  Use of range of layouts suitable to text.  **Structure:** Introduction / Middle / Ending (clear summary to appeal to the reader)  **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in (including rhetorical questions) and make the purpose clear  Express own opinions and viewpoint clearly | Secure use of simple / embellished simple sentences  **Secure use of compound sentences**  **Develop complex sentences: (Subordination**)  **Main and subordinate clauses** with full range of conjunctions  **Expanded –ed clauses as starters**  Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.  **Elaboration of starters using adverbial phrases**  Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.  **Drop in –‘ed’ clause**  Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.  **Sentence reshaping techniques**  lengthening or shortening sentence for meaning and /or effect  **Moving sentence chunks (how, when, where) around for different effects**  The siren echoed loudly ….through the lonely streets ….at midnight  **Stage directions in speech** (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief. | **Consolidate Year 4 list**  **Introduce:**  Metaphor  Personification  Onomatopoeia  Empty words e.g. someone, somewhere was out to get him D  Developed use of **technical language** |

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|  | **The progression in writing is taken from the National Curriculum programmes of study and Lancashire Key Learning Indicators of performance** | | | |
|  | **Spelling linked to Babcock** | **Handwriting** | **Composition** | **Grammar and punctuation** |
| **Year 6** | * Use further prefixes and suffixes and understand the guidelines for adding them. * Spell correctly all words from the year 5 / year 6 spelling list including words with silent letters * Continue to distinguish between further homophones and other words which are often confused * Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically. * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].   **Key Vocabulary**   * Subject * Object * Active * Passive * Synonym * Antonym * Ellipsis * Hyphen * Colon * Semi colon * Bullet points | 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 | **Planning**   * Plan writing by: * identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models * noting and developing initial ideas drawing on reading and research where necessary * consider how authors have developed characters and settings in what they have read, listened to or seen performed   **Draft & Write**   * Draft and write by: * In narratives describe, settings, characters and atmosphere and integrate dialogue to convey characters and advance the action * selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning * 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] * using further organisational and presentational devices to structure text and to guide the reader such as headings, subheadings, bullet points, underlining, parenthesis, introduction providing context, footnote, bibliography, layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]   **Editing**   * Evaluate and edit by: * assessing the effectiveness of their own and others’ writing * proof reading and proposing changes to vocabulary/spelling, grammar and punctuation to enhance effects and clarify meaning * continue to ensure correct tense and subject-verb agreement (Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural) when using singular & plural. * For greater depth: distinguish between the language of speech & writing and chose the appropriate register (Children need to choose and understand the appropriate level of formality within their writing based on their audience - e.g. text messages ‘soz’ as opposed to ‘I apologise’. Use of formal or informal register) * Proof-read for spelling and punctuation errors.   **Performance**   * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. | **Punctuation**   * Use semi-colons, colons and dashes to mark boundaries between independent clauses * Uses a colon to introduce a list and use semi colons within lists * Punctuate using bullet points to list information * Use hyphens to avoid ambiguity   **Grammar**   * Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * Know 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. The use of question tags: He’s your friend, isn’t he?,] * Demonstrate the use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] * Using passive verbs 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)]. |

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| **Year 6** | **Text Structure** | **Sentence construction** | **Word structure/language** |
| **Secure independent use of planning across story types using 5 part story structure**  Include suspense, cliff hangers, flashbacks/forwards, time slips  Start story at any point of the 5 part structure  Maintain plot consistently working from plan  **Paragraphs** -Secure use of linking ideas within and across paragraphs and secure development of characterisation  **Non-fiction:** Secure planning across nonfiction genres  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing | **Consolidate Year 5 list**  **Active and passive verbs to create effect and to affect presentation of information**  **Active:** Tom accidently dropped the glass. **Passive:** The glass was accidently dropped by Tom. **Active:** The class heated the water. **Passive:** The water was heated.  **Developed use of rhetorical questions for persuasion**  Expanded **noun phrases** to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day) | **Consolidate Year 5 list**  **Build in literary feature to create effects**  alliteration, onomatopoeia, similes, metaphors and figurative language  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)  How words are related as synonyms and antonyms e.g. big/ large / little |