

Planning for English Progression at Hayward's

Timetable Organisation

- On the whole, English is taught 5x a week for 1 hour, with additional reading / phonics / spelling/ grammar session planned into the timetable as part of early morning work or transition work.
- In Key Stage 2, there is a 30 minute reading session every day in addition to the hour's English, where reading skills are taught directly.
- In EYFS – KS1 there is a phonics session everyday
- Handwriting is taught as part of the English lesson every day in Key Stage 1 and practised in Key Stage 2
- Spelling is taught as starters in English lessons or early morning work with 1 session outside of the English hour dedicated to teaching new rules

Planning an English Block of Work

- English planning objectives primarily focus on writing, but with reading, speaking and listening objectives also covered as appropriate within a block
- A block's length is determined by the number of writing outcomes and the approach chosen by the teacher. If only 1 main outcome is planned, the block should be a **maximum of 2 weeks**. One text could be used to inspire multiple pieces of writing or focus on really teaching the aspects of one text style. Multiple texts can be used in conjunction with each other to aid outcomes.
- Core texts are in place and are sourced from **Hamilton, Babcock, Literary Curriculum, Literacy Shed or Caulfield Planning (Classic text choices)**
- The teacher can plan the length of the block and should seek advice or support from the Literacy Lead if in doubt
- The teacher can add in additional texts and additional writing opportunities in addition to the Core Curriculum
- The teacher can **substitute** a text with the rationale following discussion with the Literacy lead
- The teacher should plan blocks according to the termly skills objectives – these should be a focus of lessons and model writes
- Not all writing outcomes have to be independent or formally assessed
- Independent writing opportunities must be planned in to see what children are able to do independently

Extended Writing minimum 1 x weekly

- Planned into **every** week of English, there must be an **extended writing** session – this is a session planned into the sequence with a task designed for children to write for length within a single session - see *Extended Writing* for more details

The Writing Process

Key principles: children get better at writing by reading good writing, understanding what makes good writing, comparing good/poorer writing, having a solid knowledge of grammar/punctuation, understanding the writing process (teacher modelling) **practising writing**, reading back their own writing and fixing mistakes, being advised on how writing could be more effective.

Reading writing: *children rarely become good writers unless they read well. Writing lessons must include daily opportunities to read aloud independently and shared - developing expression, intonation and awareness of punctuation is crucial to children being able to write fluently. Children must regularly see and read good examples of writing.*

Modelling writing: *it is crucial that children regularly see writing modelled as an integral part of writing lessons. Children need to see the thought process involved with writing: the careful construction of sentences, the craft of writing, the reading back of writing, the reviewing of writing.*

Talking writing: *Children should be encouraged to orally rehearse sentences, draft and redraft at sentence level to develop quality of sentences and also create coherence within a piece of writing. Talking can also help children focus on grammar skills with dialogue around what type of sentences they have written, what they could try next.*

Practising writing: *This should happen, if not, daily, close to. They not only need to learn and practise skills in discrete activities but have regular opportunities to compose paragraphs of writing around a theme to practise the use of these skills. Practising writing can be shared, paired, scaffolded, supported and independent.*

Editing writing: *Children need to learn the important process of proofreading their work. Editing – called polishing – should be completed in purple pen. Children need to learn to identify errors and make corrections, as well as consider ways to improve their content.*

Establishing clear audience and purpose: “the success of a piece of actual writing can only be measured by how well it communicates or achieves its purpose for its intended reader”

<https://jamesduran.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing/> - we need to do this, but in order for our children to consolidate grammar within writing, they will also need practise which is less purpose driven and more skills focused. A balance is required.

Text to teach Approach: use a text to teach the desired outcome **Text to Stimulate:** Use a text as an interesting stimulus to inspire children's writing **Combination Approach:** e.g Combine a high-quality model non-fiction text to inspire writing linked to fiction text Text choices should be from the above sources plus Plagues of Reading and <https://clpe.org.uk/corebooks/books>

Aswell as creating “authentic” audiences/ purposes, at least once per term, children should have opportunities to “publish” their writing to **real** audiences. *Children should have opportunities to **read or perform** their own writing to peers, friends, family, and visitors or know that their writing will be read by another – beyond the teacher.*

Assessment

- Any independent writing can be used for assessment –see independent writing document
- Do not assess beyond the term unless all criteria for the term has been achieved

At Hayward's, children are immersed in a literature rich diet of both fiction and non-fiction. Texts are selected at a class level using the discretion of the teacher for the needs of the current class; however, core genre coverage for each year group are also in place.

Overviews ensure that children cover the full range of genres across their school life through the combination of English lessons, reading sessions (whole-class/group/1:1) topic and other curriculum lessons, assemblies, story time, home-learning, independent reading and author visits.

In fiction, children have experience of reading and writing both contemporary and classic literature, as well as developing their understanding of different genres including Traditional Tales, Folklore, Realistic Fiction – both Classic and Contemporary, Historical Fiction and Stories from other Cultures.

Our selections are drawn from a need for children to explore a wide range of text type to successfully navigate reading with confidence, including:

- Archaic Language
- Non-Linear Time Sequences
- Narratively Complex
- Figuratively Symbolic
- Resistant Texts

Children also learn about different story structures and archetypes which are most often used. These include:

- Overcoming the Monster
- Rags to Riches
- The Quest
- Voyage and Return
- Character Reborn
- Tragedy and Comedy

In non-fiction, there is coverage of the following genres:

- Non-chronological reporting / Factual reports
- Instructional texts
- Persuasive texts
- Recounts
- Discussion text

Across their school life, children will also experience a wide-range of poetry.

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts (Teacher will choose approach: Text that Teach / Text to Stimulate)	I'm Special, I'm Me Knock! Knock! Open the door! The Everywhere Bear Pete the Cat Rocking in my school Shoes Leaf Man Brown Bear, Brown Bear, what do you see? Non-fiction books – school's own topic boxes	Room on the Broom Autumn Changes and other Autumn Poems The First Christmas The Jolly Christmas Postman Non-fiction books – school's own topic boxes It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.	The Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three Bears (We will select the traditional tales that most appeal to the cohort) What do you do with a tail like this? Who's in the shed Dear Zoo Rumble in the jungle Non-fiction books – school's own topic boxes It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.		Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed I Love Bugs The very hungry caterpillar Oliver's vegetables/Oliver's Fruit Salad Harold and the purple crayon Non-fiction books – school's own topic boxes The Train Ride Non-fiction books – school's own topic boxes It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.	
Independent Purposeful Writing Outcomes (List Main 2 per half term) Teacher will supplement with others.	Mark making Initial Sounds Labelling Name Writing Letter to Santa		Labelling Lists Captions Simple sentences		Simple stories	
Composition	To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To build stories around toys, e.g. farm animals needing rescue from an armchair cliff.		To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To introduce a storyline or narrative into their play.		To develop their own narratives and explanations by connecting ideas or events. To write simple sentences this can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
Audience, Purpose and Structure	To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.		To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations.		To express themselves effectively, showing awareness of listeners' needs.	
Grammar and Punctuation Focus	To begin to understand 'why' and 'how' questions. To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.		To use a range of tenses in speech. For example, play, playing, will play, played. To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because' To question why things happen and give explanations and ask questions, e.g. who, what, when, how.		To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	
New Terminology for Pupils						
Spelling See RWI overview	To continue a rhymingstring	To hear and say the initial sound in words. To link sounds to letters, naming and sounding the letters of the alphabet.	To segment the sounds in simple words and blend them together.	To segment the sounds in simple words and blend them together.	To write some irregular common words.	To use their phonic knowledge to write words in ways which match their spoken sounds.
Home Learning Spellings						
Handwriting	To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with childscissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To give meaning to marks they		To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.		To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	

	<p>make as they draw, write and paint. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.</p>		
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Year 1												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Texts Babcock Literary Curriculum Hamilton Classics	Cops and Robbers Alan and Janet Ahlberg (Puffin) Send for a Superhero by Michael Rosen		Billy and the Beast by Nadia Shareen Beegu by Alexis Deacon		NF: Reptiles by Angela Royston from the Animal Classifications series Bubbles (short film)		The Magic Bed by John Burningham NF: Could a Penguin Ride a Bike? by Camilla de la Bedoyere and Aleksei Bitskoff		Dear Mother Goose by Michael Rosen Cinderella, Snow White and the Billy Goats Gruff		Fatou, Fetch the Water by Neil Griffith Dogger by Shirley Hughes	
Core Coverage Teacher will choose additional coverage	Fiction: Character Descriptions Non-fiction: WANTED posters using adjectives and simple sentences		Fiction: Narrative with a hero and a beast Non-fiction: Postcards, summary, emails and recipes		Fiction: Write the story of the film / description / characters emotions Non-fiction: Information text about sea-creatures		Fiction: Fantasy Story Non-fiction: Information text in question/answer style		Fiction: Character Descriptions and their own fairytale Non-fiction: Write their own letter from a fairy tale character		Fiction: Write a story with description, conjunctions and range of punctuation Non-fiction: Letter asking for Dogger back	
Composition	Say out loud what they are going to write about Compose a sentence orally before writing Think of own ideas for sentences Add own ideas into an existing narrative				Add own ideas into an existing non-narrative structure Use own ideas for writing				Use familiar story language when retelling a narrative			
	Develop positive attitude towards writing by writing for real purposes and audiences Sequence sentences to form short narratives Sequence sentences to form short non-narratives Read aloud or perform own writing to audiences											
Editing skills	Read work through with an adult, identifying errors and successes Re-read own writing to check that it makes sense Check word order makes sense Check punctuation of single sentences				Read own writing to others Re-read own writing and check for capital letters and stops and correct if needed				All			
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Understand that words in a sequence form sentences – one complete idea Understand that sentences contain a noun <u>doing</u> a verb Label nouns and verbs		Capital letters and full stops in sentence Capital letter for the personal pronoun I Capital letters for names of people		Capital letters and full stops in sentence Use adjectives to describe nouns within a piece of writing Join words and clauses using "and"		Use simple technical vocabulary within a non-fiction piece of writing Choose interesting verbs Join words and clauses using "and" Use exclamation marks/question marks to demarcate simple questions or exclamations		Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Capital letters for days of the week		Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Use other co-ordination: but / so	
New Terminology for Pupils	letter, capital letter, word, sentence, punctuation, noun, verb, stop, full stop				adjective, singular, plural, question mark, exclamation mark				All			
Spelling See RWI overview Word Level objectives	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		Use letter names to distinguish between alternative spellings of the same sound		Understand regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>] including the effects of these suffixes on the meaning of the noun		Understand suffixes that can be added to verbs where no change is needed in the spelling of root words [for example, <i>helping, helped, helper</i>]		Revise plurals and suffixes taught so far		Understand that the prefix un– changes the meaning of verbs and adjectives [for example, <i>unkind, or undoing: untie the boat</i>]	
Home Learning Spellings	the a do to today	of said with	says are were was is	his has I	you your they be	she we ask went me	no go so by my	there where friend when here	love come some one once	Monday Tuesday Wednesday Thursday Friday	school put push pull full	house our were Saturday Sunday

Year 2												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Texts Babcock Literary Curriculum Hamilton Classics	How to Hide a Lion at School by Helen Stevens John Patrick Norman McHennessy by John Burningham		The Boy Who Cried Ninja How to Catch Santa by Reagan and Wildish		Lost and Found by Oliver Jeffers NF: Penguins by Emily Bone		Minpins – by Roald Dahl Little Red Riding Hood by Nosy Crow		The Owl who is Afraid of the Dark - Jill Tomlinson NF: Reptiles by Angela Royston		The Girl with the Yellow Bag (short film)	
Core Coverage Teacher will choose additional coverage	Fiction: Writing linked to How to Hide a Lion at School Non-fiction: Diaries and letters linked to texts		Fiction: Write own story with a moral Non-fiction: Letters with lists and focus on apostrophes inspired by How to Catch Santa		Fiction: Write a section of the story from the penguin's POV (1 st person) Non-fiction: Information leaflet about a made up creature		Fiction: Character / setting descriptions within narrative with focus on commas Non-fiction: Instructions with focus on commas in lists		Fiction: Writing linked to chapters from text- focus on past progressive to describe character's actions Non-fiction: Fact-files		Fiction: Write own story about a bag Non-fiction: Explanation text (about something in the yellow bag)	
Poetry Select 2 poetry blocks across the year												
Composition	Add detail to sentences to make writing more interesting Start sentences in different ways, avoiding repetition of a single noun or pronoun Plan for writing by saying out loud what they are going to write about				Use words and phrases from familiar texts in own narratives to make writing more interesting Write down ideas and/or key words, including new vocabulary				Use words and phrases from familiar texts in own narratives to make writing more interesting Use technical vocabulary in own non narratives to make writing more interesting Write longer pieces of work sustaining the content and organisation to the end			
Develop positive attitudes towards and stamina for writing by writing for different purposes including stories, diaries, poems and reports												
Editing skills	Re-read own work and check that writing makes sense Proofread work to check and correct stops and capital letters Re-read own work and check that verbs have been used correctly for past tense				Evaluate writing with an adult through verbally discussing successes/errors linked to success criteria Proofread work/check for errors in spelling of common words and make corrections				Re-read own work and check that verbs have been used correctly for present/past tense Read aloud what they have written with appropriate intonation to make the meaning clear			
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Use capital letters correctly to open sentences and for proper nouns Use full stops correctly at the end of an independent clause / sentence Use adjectives and other details to expand noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Write in the past tense using verbs correctly		Use capital letters and full stops correctly in sentences that contain a conjunction Use coordinating conjunctions (<i>or, and, but, so</i>) Use subordinating conjunctions (<i>when, if, that, because</i>) Use apostrophes to mark where letters are missing in spelling and to mark singular possession in noun		Start questions in different ways and demarcate with a question mark. Use exclamation marks in sentences of varied length [for example, <i>What a hot day it was!</i> Or <i>How fast he flew!</i> Or <i>It was back!</i>] Use subordinating conjunctions (<i>when, if, that, because</i>)		Use different sentence forms: statement, question, exclamation, command Use capital letters and full stops correctly in sentences that contain a conjunction (subordination / co-ordination) Use commas to separate items in a list		Write in the present tense using verbs correctly Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Use subordinating conjunctions (<i>when, if, that, because</i>)		All	
New Terminology for Pupils	noun, noun phrase adjective, suffix tense (past, present)		suffix adverb, verb apostrophe		Suffix statement, question, exclamation, command		comma		tense (past, present)			
Handwriting	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.				Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined				All			
Home Learning Spellings	because	child	door	pretty	every	steak	wild	past	beautiful	who	prove	class
	find	children*	floor	cold	everybody	most	climb	clothes	move	whole	improve	grass
	kind	could	poor	gold	even	only	after	busy	sure	half	money	pass
	mind	should	Christmas	hold	great	both	fast	people	sugar	again	parents	plant
	behind	would	old	told	break	any	last	Mr	eye	water	father	path
					many			Mrs		hour		bath

Autumn 1	Autumn 2	Spring 1
<p>Order of sounds Phase 5 recap each row of sounds needs to be recapped in 1 or 2 sessions in order to fit all of this into one half term ay ou ie ea oy ir ue aw ey wh ph ew oe au a-e e-e i-e o-e u-e (split digraphs) /zh/ (e.g. treasure) s ge (visual measure usual beige page) ch j m n r z u i ear ar air or ur oo ai ee igh oa y/oo oo sh</p> <p>Phase 6 -ed suffix simple past tense</p> <p>/al/ spelt 'i' in common exception words: <i>find, kind, mind, behind, wild, climb</i></p>	<p>Order of sounds/rules Phase 6 Apostrophe for contractions e.g. <i>I've can't didn't couldn't I'll they're</i></p> <p>Homophones e.g. <i>see/sea be/bee blue/blew bear/bare flour/flower hear/here whole/hole one/won sun/son no/know night/knight to/too/two new/knew</i></p> <p>The possessive apostrophe (singular nouns) <i>Megan's the girl's</i></p> <p>Rules of the following suffixes: (e.g. -ing 3 options: add the suffix, double the final consonant – short vowel sound – or drop the e before adding suffix) -ing -ed added to verbs e.g. <i>hopped hoped hopping hoping</i> -ful added to nouns e.g. <i>careful playful mouthful</i> -er added to verbs to denote the person doing the action and to adjectives to give the comparative form e.g. <i>runner bigger slower</i> -est added to adjectives e.g. <i>biggest slowest happiest latest</i></p>	<p>Order of sounds/rules Rules of the following suffixes: -ly added to adjectives to form adverbs e.g. <i>sadly happily lately</i> -ment added to verbs to form nouns e.g. <i>payment</i> -less added to nouns to form adjectives e.g. <i>hopeless</i> -ness added to adjectives to form nouns e.g. <i>kindness</i> -y added to nouns to form adjectives e.g. <i>funny smoky sandy</i></p> <p>Adding -s and -es to nouns and verbs <i>plural noun rules – consonant + y: y changes to i before adding -es and present tense verbs</i> /dʒ/ spelt -ge and -dge at the end of words ('g' before 'e', 'i' and 'y') e.g. <i>badge change magic</i> Recap prefixes <i>un- mis- dis- re-</i></p>
Spring 2	Summer 1	Summer 2
<p>Order of sounds/rules /s/ spelt 'c' before 'e', 'i' and 'y' e.g. <i>race circle rice</i> /n/ spelt 'kn' and – less often – 'gn' at the beginning of words e.g. <i>knot knock gnaw gnome</i> /l/ or /əl/ spelt '-le' at the end of words <i>bottle table people</i> /aɪ/ spelt 'y' at the end of words e.g. <i>cry fly shy my why</i> /i:/ spelt 'ey' plural is made by adding -s <i>donkey valley smiley</i> /r/ spelt '-wr' at the beginning of words <i>wriggle wrap write</i> /b/ spelt 'a' after 'w' and 'qu' <i>wash squash quantity</i></p>	<p>Order of sounds/rules /ʒ/ spelt 's' <i>usual treasure</i> /ɔ:/ spelt 'ar' after 'w' <i>war warm towards</i> /ʌ/ spelt 'o' <i>mother nothing money above done some</i> /ɜ:/ spelt 'or' after 'w' <i>work world worm worth word</i> /l/ or /əl/ spelt '-el' at the end of words <i>angel camel label</i> /l/ or /əl/ spelt '-al' at the end of words <i>metal petal local</i> /l/ or /əl/ spelt '-il' at the end of words <i>pencil pupil April</i> /ɔ:/ spelt 'a' before 'l' and 'll': 'or' sound <i>ball wall talk always</i></p>	<p>Order of sounds/rules Finish summer term 1 words (SATs practice week and SATs week will affect the timetable for the teaching of spelling).</p> <p>Revision of homophones, apostrophes – possession and contraction and sounds/rules that need further practice</p>

Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Texts Babcock Literary Curriculum Hamilton Classics	Sparky! By Jenny Offill Mirror by Jeanie Baker		Meerkat Mail by Emily Gravett linked with The Day I Swapped my Dad for Two Goldfish by Neil Gaiman and Dave McKean		Charlie and the Chocolate Factory by Roald Dahl		NF: Until I Met Dudley by Roger MgGough The Clocktower (short film)		Aesop's Fables by M. Morpurgo NF: Fantastically Great Women who Changed the World by Kate Pankhurst		NF: An Anthology of Intriguing Animals by Ben Hoare Cinderella of the Nile by Beverly Naidoo	
Purposeful Writing Outcomes (Main 2 per half term)	Fiction: Write narrative focusing on noun-phrases (not adverbials) Non-fiction: How-to Guide		Fiction: Tell a story through postcards (past tense) Non-fiction: Recount/diary of a swapping event		Fiction: Descriptions – characters/ settings within narrative or write a new chapter Non-fiction: Letter to persuade		Fiction: Write the story of the clock tower and write own story about a magical place Non-fiction: Instructional Writing		Fiction: Monologue of character - present-perfect to show character's thoughts <i>What have I done?</i> Non-fiction: Biography		Fiction: Own version of traditional tale Non-fiction: Write an information text about an unusual creature	
Poetry Select 2 poetry blocks across the year	Cinquains; Haikus											
Composition	Create own setting for a narrative Create own characters for a narrative				Use paragraphs as a way to group related material Create own plot for a narrative Create own characters for a narrative Write non-fiction using headings and sub-headings to aid presentation				Use paragraphs as a way to group related material Use the present perfect form of verbs correctly when appropriate [for example, <i>he has gone out with he went out</i>] Create own narrative with a setting, characters and plot			
	Plan the structural features of a given text type using a planning scaffold Plan by noting ideas on structure, vocabulary of a given text type using a planning scaffold Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Read aloud their own writing, to a group or to the class, using appropriate intonation											
Editing skills	Read back their writing and look for opportunities to create flow using appropriate conjunctions				Proofread own and others' work and check that all punctuation has been used accurately				Correct key spellings using word lists and dictionaries			
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Use capital letters for proper nouns and the start of sentences accurately Use stops: full stops, question marks and exclamation marks confidently in writing Continue to add detail to sentences using thoughtful and appropriate adjectives and verbs Use progressive form of verbs correctly (she was/he is)		Use co-ordinating conjunctions and subordinating conjunctions Use commas to separate items in a list and build lists fluently within writing as a commonly used sentence structure Use the full range of sentences within a piece of writing Know and use the correct form of a/an before a noun Use simple adverbs of time add detail to sentences		Use apostrophes to mark where letters are missing and to mark singular possession in nouns Express time, place and cause using adverbs: [for example, <i>after, next, soon, therefore</i>] Use simple adverbs of manner to add detail to sentences		Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>] Express time, place and cause using prepositions: [for example, <i>before, after, during, in</i>] Use the full range of sentences within a piece of writing		Introduce inverted commas as the punctuation which marks direct speech Use the present perfect form of verbs correctly when appropriate [for example, <i>why has he done this? I have to get going</i>] Express time, place and cause using adverbs, conjunctions and prepositions Use the full range of sentences within a piece of writing			
New Terminology for Pupils	consonant, consonant letter vowel, vowel letter				preposition word family conjunction		prefix clause, subordinate clause		inverted commas direct speech			
Half Termly Spelling Focus Word Level objectives	Revision of rules when adding suffixes Year 2 Rules 11, 12, 13 Homophones: there, their, they're, you're, your S.A Rule 17 Use apostrophes to mark where letters are missing and to mark singular possession in nouns		Adding suffixes beginning with vowel letters to words of more than one syllable S.A Rule 1 The /ɪ/ sound spelt -ou S.A Rule 3 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		The suffix -ation S.A Rule 5 The suffix -ly S.A Rule 6 Show how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]		Spell words with prefixes: dis-mis- in- im- re- S.A Rule 4 Words with endings sounding like /ʒə/ or /tʃə/ -sure, -ture, -cher S.A Rule 7		Endings which sound like /ʒən/ - sion S.A Rule 8 The suffix -ous S.A Rule 9 Use the first two or three letters of a word to check its spelling in a dictionary		The /ɪ/ sound spelt y elsewhere than at the end of words S.A Rule 2 Spell words with prefixes: auto -anti - sub-, inter-, super- S.A Rule 4	
Home Learning Spellings	arrive	surprise	address	thought	accident	possible	disappear	reposition	famous	separate	history	opposite
	decide	complete	answer	through	accidentally	build	appear	pressure	various	earth	increase	quarter
	describe	favourite	opposite	caught	occasion	busy	believe	suppose	occasion	fruit	minute	remember
	extreme	February	enough	naughty	occasionally	business	disbelieve	position	possession	heart	natural	material
	guide		though		probably		rebuild		possess			length

Year 4												
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Core Texts Babcock Lit Curriculum Hamilton Classics	Mr Stink by David Williams or Matilda by Roald Dahl	Little Evie and the Wild Wood by Jackie Morris and The Girl and The Fox How Santa Really Work by Alan Snow	Myth Atlas by Thiago de Moraes NF: Dare to Care: Pet Dragon by Mark Robertson and Sally Symes / Dragons: Truth, Myths and Legends	The Matchbox Diary by Paul Fleischmann Catch It (short film)	Oscar Wilde - The Selfish Giant	Cinnamon by Neil Gaiman NF: A Walk in London by Salvatore Rubbino						
Purposeful Writing Outcomes (Main 2 per half term)	Fiction: Introducing a character as part of a narrative / contrasting characters (3 rd person) Non-fiction: Complaint letters / letters to persuade (1 st person)	Fiction: Write the story of the Girl and the Fox (not focused on fronted adverbials) Non-fiction: Instructions	Fiction: Write a myth as a play-script and as a story Non-fiction: Information text about caring for a mythical creature	Fiction: Settings, dialogue and story from Meerkat perspectives (present tense) Non-fiction: A ship's log in the form of a recount	Fiction: Stories with a moral Non-fiction: Non-fiction embedded within fiction eg lists/missing posters focus on apostrophes	Fiction: Stories in the style of, with dialogue Non-fiction: Advert and information text about Creditor						
Poetry Select 2 poetry blocks across the year	Limericks, Cinquains and Haikus											
Composition and Text Level Skills	Use paragraphs to organise ideas around a theme Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition Understand there are different types of characters and select for own "part" narrative		Understand there are different types of settings and plots and to select appropriately for own narrative Organise paragraphs around a theme and always use paragraphing within writing Use the progressive form of verbs (I was/ he is) and present perfect (he has...I have)		Write own narratives using appropriate setting, characters and plot for the theme Use organisation features such as headings and sub-headings to aid presentation Write non-fiction texts using appropriate structures and features - bullet points and diagrams							
	Plan the structural features of a given text type using scaffolds and own planning formats Plan by noting ideas on structure, vocabulary and grammar of a given text type Write for a range of purposes always using a clear structure, relevant description [including technical vocabulary] and correct punctuation throughout Read aloud their own writing, to a group or to the class, controlling tone, volume and expression											
Editing skills	Proofread own and others' work, checking for cohesion and make changes to avoid repetition		Proofread own and others' work, checking for the correct use of stops and commas and explain the difference between them		All							
Grammar and Punctuation Focus Sentence level and Punctuation level	Use the full range of sentences within a piece of writing, including lists and exclamations, correctly punctuated Expand nouns phrases using modifying adjectives or prepositions and ensure that noun phrases are written within complete sentences [for example, <i>the strict maths teacher with curly hair walked into the large classroom of nervous students.</i>]	Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>] Use a comma after subordinate clauses which open sentences Expand nouns phrases Practise the full range of sentences	Use inverted commas to punctuate direct speech with punctuation inside the speech marks Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>] Use a comma after subordinate clauses which open sentences Practise full range of sentences	Use a comma after a reporting clause in direct speech [for example, <i>The conductor shouted, "Sit down!"</i>] Use adverbials of time, place and manner to open sentences in meaningful and appropriate ways Use a comma after fronted adverbials and subordinate clauses which open sentences Use the full range of sentences	Use apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Use the full range of sentences with correct punctuation							
New Terminology for Pupils	subordinate / dependent clause, independent clause extended noun phrase, pronoun		adverbial, fronted adverbial		subordinate / dependent clause, independent clause pronoun, possessive pronoun, determiner							
Half Termly Spelling Focus Word Level objectives	Revision of Year 3 Endings which sound like /ɛn/, spelt -tion, -sion, -ssion, -cian S.A Rule 10	Words with the /k/ sound spelt ch S.A Rule 11 Words with the /j/ sound spelt ch S.A Rule 12	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que S.A Rule 13 Words with the /s/ sound spelt sc S.A Rule 14	Words with the /ei/ sound spelt ei, eigh, or ey S.A Rule 15 Possessive apostrophe with plural words S.A Rule 16 Use the present perfect form of verbs correctly when appropriate	Possessive apostrophe with plural words and apostrophe revision S.A Rule 16 Homophones and near-homophones S.A Rule 17	Homophones and near-homophones S.A Rule 17 Know and use correctly the Standard English forms for verb inflections instead of local spoken forms						
Home Learning Spellings	mention possess possession question therefore	library experiment strength interest	bicycle recent centre century certain	circle medicine notice exercise	grammar breath breathe consider calendar	continue early group strange	eight eighth reign weight height	ordinary forward heard guard	important island learn often particular	peculiar perhaps popular imagine	promise purpose regular sentence special	straight woman women potatoes

Year 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Texts Babcock Lit Curriculum Hamilton Classics	NF: <i>The True Story of Four Black Women and the Space Race</i> – ML Shetterly <i>Voices in the Park</i>		The <i>Lighthouse</i> (short film) <i>Kensuke's Kingdom</i> and <i>Kacper, Prince of Cats</i> – Michael Morpurgo		Frankenstein or Beowulf		Danny the Champion of the World		NF: <i>101 Things To Do to Become a Superhero... or evil genius</i> by Richard Home NF: <i>Eats, Shoots and Leaves</i> <i>Robot Girl</i> – Malorie Blackman		Varjak Paw by SF Said linked with clips from <i>The Lion King</i> NF: <i>Drove of Bullocks</i>	
Purposeful Writing Outcomes (Main 2 per half term)	Fiction: Stories written from different perspectives Non-fiction: Biography of significant person		Fiction: Sections of a narrative: dialogue in a crisis; descriptive settings Non-fiction: Reporting an event from different angles / interviews		Fiction: A Monster's Story Non-fiction: Debate – preparing a speech for a debate		Fiction: Descriptions + developing a new chapter Non-fiction: How to catch a pheasant explanation and instructions on how to make pheasant pie		Fiction: Science Fiction Non-fiction: Instructional focusing on parenthesis / commas for ambiguity		Fiction: Narrative with pace and atmosphere Non-fiction: Information text about animals featured in fiction texts in the style of <i>Drove of Bullocks</i>	
Poetry Select 2 poetry blocks across the year	Narrative poetry											
Composition and Text Level Skills	Use correct subject and verb agreement Ensure the consistent and correct use of tense throughout a piece of writing Use pronouns, adverbials and connectives to build cohesion across paragraphs				Describe settings and characters Create atmosphere within a narrative Integrate dialogue within a narrative to convey character				Describe settings and characters and create atmosphere within a narrative Use pronouns, adverbials and connectives to build cohesion within and across paragraphs Integrate dialogue within a narrative to convey character			
	Plan writing by identifying the audience and purpose for writing, using similar writing as models Plan writing by noting and developing initial ideas, drawing on reading and research Select ambitious and precise vocabulary to convey meaning Write completed narratives and non-narratives using correct structural, linguistic and grammatical features of a particular genre in a given time											
Editing skills	Edit writing to improve spellings and language Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear				Edit writing to improve grammar and language appropriate to task and level Proofread own and others' writing against structural, linguistic and grammatical features of particular genre				Edit writing to improve spellings, grammar and language appropriate to task and level Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
Grammar and Punctuation Focus Sentence level and Punctuation level	Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Understand the comma is placed after the extra information – not independent clauses Use a comma after fronted adverbials and subordinate clauses which open sentences		Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i> Expand noun phrases for detail – developing language choices Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>]		Name and understand how to use relative pronouns which, who, whose, where, when Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use commas correctly to add extra information to sentences		Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]		Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i> Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] Use devices to avoid repetition and build cohesion within a paragraph Use commas to avoid ambiguity in sentences		Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i> Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>] Use devices to avoid repetition and build cohesion within a paragraph Begin to use colons, semi-colons or and dashes	
New Terminology for Pupils	modal verb				relative pronoun, relative clause. parenthesis, brackets, dashes				cohesion, ambiguity			
Half Termly Spelling Focus Word Level objectives	Revision of Y3/4 S.A Rule 17 Homophones and other words that are often confused S.A Rule 10 Develop use of dictionary		Endings which sound like /jæs/ spelt – <i>cious</i> or – <i>tious</i> S.A Rule 1 Words with 'silent' letters S.A Rule 9 Develop use of thesaurus		Endings which sound like /jæl/ – <i>cial</i> – <i>tial</i> S.A Rule 2 Convert nouns or adjectives into verbs using suffixes [for example, – <i>ate</i> ; – <i>ise</i> ; – <i>ify</i>]		Rules for words ending in – <i>ant</i> , – <i>ance</i> – <i>ancy</i> , – <i>ent</i> , – <i>ence</i> – <i>ency</i> S.A Rule 3		Words ending in – <i>able</i> – <i>ible</i> – <i>ably</i> – <i>ibly</i> S.A Rule 4 Know and use verb prefixes correctly [for example, <i>dis</i> –, <i>de</i> –, <i>mis</i> –, <i>over</i> – and <i>re</i> –]		Adding suffixes beginning with vowel letters to words ending in – <i>fer</i> S.A Rule 5 Revision and consolidation	
Home Learning Spellings	accommodate	desperate	marvellous	vegetable	criticise	prejudice	physical	profession	correspond	opportunity	curiosity	appreciate
	bruise	dictionary	nuisance	government	excellent	sacrifice	symbol	pronunciation	immediate	recommend	accompany	attached
	category	embarrass	parliament	conscious	existence	forty	system	available	immediately	especially	according	committee
	cemetery	environment	privilege	conscience	hindrance	temperature	competition	vehicle	occupy	frequently	aggressive	communicate
	definite	exaggerate	secretary	soldier	necessary	twelfth	explanation	sufficient	occur	sincerely	apparent	community

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Babcock Lit Curriculum Hamilton Classics	The Island by Armin Greder and Eric / Tales from Inner City by Shaun Tan and Sea-Tongue By Kevin Crossly Inside the Villains by Clotilde Perrin	Macbeth and Hamlet A Viking Village (short film)	No Return: Peter Gouldthorpe NF: Harry Potter - A Journey Through A History of Magic by British Library's Curatorial Team	The Highway Man by Alfred Noyes Dartmoor Stories	The Chronicles of Harris Burdick by Chris Van Allsburg et al NF: Suffragette: The Battle for Equality – David Roberts / Derby Day / Talking Heads	A Beautiful Lie by Irfan Master NF: The 3 Little Pigs Project
Purposeful Writing Outcomes (Main 2 per half term)	Fiction: Outsider Stories Description / Atmospheric narrative Focus on perspectives Non-fiction: Fact-files of characters from children's chosen stories with focus on parenthesis + Letters (Topic –reporting the Titanic)	Fiction: Narrative for chosen audience / modern take Non-fiction: Survival Guides	Fiction: Diaries and Letters Non-fiction: Tourist Guide for New York/ somewhere else +Formal, concise and precise information writing	Fiction: Creating atmosphere in narrative with high-punctuation focus and Legends Non-fiction: Eye-witness Reports	Fiction: Monologues and Different Perspectives Non-fiction: Biographies (fictional or real)	Fiction: Multiple outcomes linked to text Non-fiction: Argument, Bias and Persuasion
Poetry Select 2 poetry blocks across the year	Free Verse / Creation atmosphere Passive-voice verse					
Composition and Text Level Skills	<p>Plan writing by identifying the audience for the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Consider how authors have developed specific narrative/ nonfiction genre and to note devices they will try to replicate in own writing</p> <p>Understand and use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Select ambitious and precise vocabulary to convey meaning</p> <p>Write completed narratives and non-narratives using correct structural, linguistic and grammatical features of a particular genre in a given time</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Describe settings, characters and create atmosphere/ tone in writing appropriately for purpose</p> <p>Integrate dialogue within a narrative to convey character</p> <p>Choose register appropriate to task/ genre and distinguish between speech / writing</p> <p>Select punctuation appropriately to enhance meaning and create effect</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>					
Editing skills	Ensure the consistent and correct use of tense throughout a piece of writing Independently assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		Proofread own work and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		Proofread own work and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Grammar and Punctuation Focus Sentence level and Punctuation level	Expand noun phrases for detail Within sentences with relative clauses Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs Understand and use layout devices	Use semi-colons to separate related independent clauses Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs Modal Verbs	Use semi-colons to separate related independent clauses Use dashes and colons to mark boundaries between clauses, phrases or words Use a colon after an independent clause to introduce a list or idea Use hyphens to avoid ambiguity	Understand and use layout devices Use semi-colons within list where the information is detailed or contains commas Practise effectively incorporating the full range of punctuation into writing Use the passive to affect the presentation of information in a sentence	Practise effectively incorporating the full range of punctuation into writing Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipses Use the passive to affect the presentation of information in a sentence	Understand and use layout devices Practise effectively incorporating the full range of punctuation into writing Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
New Terminology for Pupils	subject, object , active, passive , synonym, antonym , semi-colon		ellipsis, hyphen, colon, bullet points			
Half Termly Spelling / Language Focus Word Level objectives	Revision of Year 5 Spellings Use of the hyphen S.A Rule 6 Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> S.A Rule 7	Words containing the letter-string <i>ough</i> S.A Rule 8 Know how words are related by meaning as synonyms and antonyms	Words with 'silent' letters S.A Rule 9	Homophones and other words that are often confused S.A Rule 10	Revision	Etymology Project
Home Learning Spellings	achieve variety convenience ancient mischievous foreign yacht thorough efficient disastrous	familiar muscle identify average signature awkward stomach bargain shoulder controversy	determined interfere develop interrupt guarantee language harass leisure individual lightning	neighbour relevant persuade amateur programme programme queue rhyme recognise rhythm	Revision	Revision

Handwriting Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting EYFS	To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with childscissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.		To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.		To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
Handwriting Year 1	Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these					
Handwriting Year 2	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.		Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		All	
Handwriting Year 3	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Increase the legibility, consistency and quality of their handwriting through regular writing, maintaining standard	
Handwriting Year 4	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.	
Handwriting Year 5	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.	
Handwriting Year 6	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.	

New Terminology Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	letter, capital letter, word, sentence, punctuation, noun, verb, stop, full stop		adjective, singular, plural, question mark, exclamation mark		All	
Year 2	noun, noun phrase, adjective, suffix, tense (past, present)		suffix, adverb, verb, apostrophe		suffix statement, question, exclamation, command	
Year 3	consonant, consonant letter vowel, vowel letter		preposition, word family, conjunction		prefix clause, subordinate clause	
Year 4	subordinate / dependent clause, independent clause extended noun phrase, pronoun		adverbial, fronted adverbial		pronoun, possessive pronoun, determiner	
Year 5	modal verb		relative pronoun, relative clause, parenthesis, brackets, dashes		cohesion, ambiguity	
Year 6	subject, object, active, passive, synonym, antonym, semi-colon		ellipsis, hyphen, colon, bullet points			

Grammar and Punctuation Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Understand that words in a sequence form sentences – one complete idea</p> <p>Understand that sentences contain a noun <u>doing</u> a verb</p> <p>Label nouns and verbs</p>	<p>Capital letters and full stops in sentence</p> <p>Capital letter for the personal pronoun I</p> <p>Capital letters for names of people</p>	<p>Capital letters and full stops in sentence</p> <p>Use adjectives to describe nouns within a piece of writing</p> <p>Join words and clauses using “and”</p>	<p>Use simple technical vocabulary within a non-fiction piece of writing</p> <p>Choose interesting verbs</p> <p>Join words and clauses using “and”</p> <p>Use exclamation marks/question marks to demarcate simple questions or exclamations</p>	<p>Use thoughtful adjectives within simple noun phrases</p> <p>Use exclamation marks/question marks to demarcate simple questions or exclamations</p> <p>Capital letters for days of the week</p>	<p>Use thoughtful adjectives within simple noun phrases</p> <p>Use exclamation marks/question marks to demarcate simple questions or exclamations</p> <p>Use other co-ordination: but / so</p>
Year 2	<p>Use capital letters correctly to open sentences and for proper nouns</p> <p>Use full stops correctly at the end of an independent clause / sentence</p> <p>Use adjectives and other details to expand noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>Write in the past tense using verbs correctly</p>	<p>Use capital letters and full stops correctly in sentences that contain a conjunction</p> <p>Use coordinating conjunctions (<i>or, and, but, so</i>)</p> <p>Use subordinating conjunctions (<i>when, if, that, because</i>)</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in noun</p>	<p>Start questions in different ways and demarcate with a question mark.</p> <p>Use exclamation marks in sentences of varied length [for example, <i>What a hot day it was!</i> Or <i>How fast he flew!</i> Or <i>It was back!</i>]</p> <p>Use subordinating conjunctions (<i>when, if, that, because</i>)</p>	<p>Use different sentence forms: statement, question, exclamation, command</p> <p>Use capital letters and full stops correctly in sentences that contain a conjunction (subordination / co-ordination)</p> <p>Use commas to separate items in a list</p>	<p>Write in the present tense using verbs correctly</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>Use subordinating conjunctions (<i>when, if, that, because</i>)</p>	All
Year 3	<p>Use capital letters for proper nouns and the start of sentences accurately</p> <p>Use stops: full stops, question marks and exclamation marks confidently in writing</p> <p>Continue to add detail to sentences using thoughtful and appropriate adjectives and verbs</p> <p>Use progressive form of verbs correctly (<i>she was/he is</i>)</p>	<p>Use co-ordinating conjunctions and subordinating conjunctions</p> <p>Use commas to separate items in a list and build lists fluently within writing as a commonly used sentence structure</p> <p>Use the full range of sentences within a piece of writing</p> <p>Know and use the correct form of a/an before a noun</p>	<p>Use apostrophes to mark where letters are missing and to mark singular possession in nouns</p> <p>Express time, place and cause using adverbs: [for example, <i>after, next, soon, therefore</i>]</p> <p>Use simple adverbs of manner to add detail to sentences</p>	<p>Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>]</p> <p>Express time, place and cause using prepositions: [for example, <i>before, after, during, in</i>]</p> <p>Use the full range of sentences within a piece of writing</p>	<p>Introduce inverted commas as the punctuation which marks direct speech</p> <p>Use the present perfect form of verbs correctly when appropriate [for example, <i>why has he done this? I have to get going</i>]</p> <p>Express time, place and cause using adverbs, conjunctions and prepositions</p> <p>Use the full range of sentences within a piece of writing</p>	
Year 4	<p>Use the full range of sentences within a piece of writing, including lists and exclamations, correctly punctuated</p> <p>Expand nouns phrases using modifying adjectives or prepositions and ensure that noun phrases are written within complete sentences [for example, <i>the strict maths teacher with curly hair <u>walked</u> into the large classroom of nervous students.</i>]</p>	<p>Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>]</p> <p>Use a comma after subordinate clauses which open sentences</p> <p>Expand nouns phrases</p> <p>Practise the full range of sentences</p>	<p>Use inverted commas to punctuate direct speech with punctuation inside the speech marks</p> <p>Express time, place and cause using subordinating conjunctions to extend sentences: [for example, <i>when, before, after, while, so, because, although</i>]</p> <p>Use a comma after subordinate clauses which open sentences</p> <p>Practise full range of sentences</p>	<p>Use a comma after a reporting clause in direct speech [for example, <i>The conductor shouted, “Sit down!”</i>]</p> <p>Use adverbials of time, place and <u>manner</u> to open sentences in meaningful and appropriate ways</p> <p>Use a comma after fronted adverbials and subordinate clauses which open sentences</p> <p>Use the full range of sentences</p>	<p>Use apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>]</p> <p>Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition</p> <p>Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences</p> <p>Use the full range of sentences with correct punctuation</p>	

Year 5	<p>Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences</p> <p>Understand the comma is placed after the extra information – not independent clauses</p> <p>Use a comma after fronted adverbials and subordinate clauses which open sentences</p>	<p>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p> <p>Expand noun phrases for detail – developing language choices</p> <p>Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Name and understand how to use relative pronouns which, who, whose, where, when</p> <p>Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use commas correctly to add extra information to sentences</p>	<p>Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p>	<p>Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p> <p>Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Use devices to avoid repetition and build cohesion within a paragraph</p> <p>Use commas to avoid ambiguity in sentences</p>	<p>Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>]</p> <p>Indicate degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Use devices to avoid repetition and build cohesion within a paragraph</p> <p>Begin to use colons, semi-colons or and dashes</p>
Year 6	<p>Within sentences with relative clauses</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Link ideas across paragraphs</p> <p>Expand noun phrases for detail</p> <p>Use semi-colons to separate related independent clauses</p>	<p>Understand and use layout devices</p> <p>Use the passive to affect the presentation of information in a sentence</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p>	<p>Use semi-colons to separate related independent clauses</p> <p>Use dashes and colons to mark boundaries between clauses, phrases or words</p> <p>Use a colon after an independent clause to introduce a list or idea</p> <p>Use hyphens to avoid ambiguity</p>	<p>Understand and use layout devices</p> <p>Use semi-colons within list where the information is detailed or contains commas</p> <p>Practise effectively incorporating the full range of punctuation into writing</p> <p>Know the vocabulary typical of formal writing</p>	<p>Practise effectively incorporating the full range of punctuation into writing</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipses</p>	<p>Understand and use layout devices</p> <p>Practise effectively incorporating the full range of punctuation into writing</p> <p>Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>

Spelling Progression KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Revision of rules when adding suffixes Year 2 Rules 11, 12, 13</p> <p>Homophones: there, their, they're, you're, your S.A Rule 17</p> <p>Use apostrophes to mark where letters are missing and to mark singular possession in nouns</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable S.A Rule 1</p> <p>The /ʌ/ sound spelt -ou S.A Rule 3</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>The suffix -ation S.A Rule 5</p> <p>The suffix -ly S.A Rule 6</p> <p>Show how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Spell words with prefixes: dis-mis- in- im- re- S.A Rule 4</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ -sure, -ture, -cher S.A Rule 7</p>	<p>Endings which sound like /ʒən/ -sion S.A Rule 8</p> <p>The suffix -ous S.A Rule 9</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words S.A Rule 2</p> <p>Spell words with prefixes: auto -anti -sub-, inter-, super- S.A Rule 4</p>
Year 4	<p>Revision of Year 3</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian S.A Rule 10</p>	<p>Words with the /k/ sound spelt ch S.A Rule 11</p> <p>Words with the /ʃ/ sound spelt ch S.A Rule 12</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que S.A Rule 13</p> <p>Words with the /s/ sound spelt sc S.A Rule 14</p>	<p>Words with the /eɪ/ sound spelt ei, eigh, or ey S.A Rule 15</p> <p>Possessive apostrophe with plural words S.A Rule 16</p> <p>Use the present perfect form of verbs correctly when appropriate</p>	<p>Possessive apostrophe with plural words and apostrophe revision S.A Rule 16</p> <p>Homophones and near-homophones S.A Rule 17</p>	<p>Homophones and near-homophones S.A Rule 17</p> <p>Know and use correctly the Standard English forms for verb inflections instead of local spoken forms</p>
Year 5	<p>Revision of Y3/4 S.A Rule 17</p> <p>Homophones and other words that are often confused S.A Rule 10</p> <p>Develop use of dictionary</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious S.A Rule 1</p> <p>Words with 'silent' letters S.A Rule 9</p> <p>Develop use of thesaurus</p>	<p>Endings which sound like /ʃəl/ -cial -tial S.A Rule 2</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p>	<p>Rules for words ending in -ant,-ance/-ancy, -ent,-ence/-ency S.A Rule 3</p>	<p>Words ending in -able -ible -ably -ibly S.A Rule 4</p> <p>Know and use verb prefixes correctly [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer S.A Rule 5</p> <p>Revision and consolidation</p>
Year 6	<p>Revision of Year 5 Spellings</p> <p>Use of the hyphen S.A Rule 6</p> <p>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> S.A Rule 7</p>	<p>Words containing the letter-string <i>ough</i> S.A Rule 8</p> <p>Know how words are related by meaning as synonyms and antonyms</p>	<p>Words with 'silent' letters S.A Rule 9</p>	<p>Homophones and other words that are often confused S.A Rule 10</p>	<p>Revision</p>	<p>Etymology Project</p>

