



Birkwood Primary School

Writing Progression 2024-2025

This document outlines the compositional content of writing from the National Curriculum. It assumes rigorous teaching of transcriptional knowledge and skills to secure early automaticity and fluidity in writing (see Handwriting & Spelling progression). We use Read Write Inc (RWI) phonics, Spelling Shed spelling and have our own, bespoke, cursive handwriting programme supported by Helping Handwriting Shine (HHWS) which comprehensively covers this vital content. Also see the Spoken Language progression document & P4C planning which shows clear progression of spoken language content from the National Curriculum and beyond. High quality books and memorable experiences which build cultural capital are drawn upon to stimulate writing at every opportunity. A strong focus on purpose and audience drives the intent of each and every piece of writing.

Foundation Stage 1:			
<p><i>“EYFS Statutory Educational Programme:</i></p> <p><i>The development of children’s spoken language</i></p> <p><i>underpins all seven areas of learning and</i></p> <p><i>development. Children’s back-and-forth interactions</i></p> <p><i>from an early age form the foundations for language</i></p> <p><i>and cognitive development. The number and quality</i></p> <p><i>of the conversations they have with adults and peers</i></p> <p><i>throughout the day in a language-rich environment</i></p> <p><i>is crucial. By commenting on what children are</i></p> <p><i>interested in or doing, and echoing back what they</i></p> <p><i>say with new vocabulary added, practitioners will</i></p> <p><i>build children’s language effectively.”</i></p> <p>-DfE Development Matters, 2021</p>	Behaviours to be promoted in learning areas /provision	Activities to promote writing	Reflection & metacognition
	“Playing and Exploring”	“Active Learning”	“Creating and Thinking Critically”
	<ul style="list-style-type: none">• experience books, plays, people, places, art, music and culture• take part in pretend play• play and explore• pretend play gives many opportunities• investigate and experience• have a go• active learning• concentrate• keep on trying when encountering difficulties• enjoy achievements• creative thinking – have own ideas• critical thinking - make links between ideas• language development	<ul style="list-style-type: none">• focus attention• hold information in mind• think flexibly• concentrate thinking• plan what to do next• monitor what doing• adapt what doing• bounce back if hard• children use language to guide actions and plan• encourage parents to chat with children	<ul style="list-style-type: none">• opportunities to discuss experiences• opportunities to talk about investigations• visual aids• verbal cues & clues• copy commentary which becomes the internal voice• describe children’s’ choices• talk with children about what they are doing• talk with children about what they are noticing• creative thinking – have own ideas• critical thinking - make links between ideas
<p><u>Early Language and Communication</u></p> <p>Language development is key</p> <p>Vocabulary development tis crucial</p> <p>Dialogue can be guided by adults based on children’s interests</p> <p>Plans must be flexible to divert to and develop children’s interests</p> <p>Depth is more important than breadth</p> <p>Encourage chat at all opportunities, including with parents</p>	<ul style="list-style-type: none">• recall much of what happens in a story• extend vocabulary• understand vocabulary in stories		
Notes:			



Foundation Stage 2 - Reception Year:

NB: in Reception, children spend a lot of time engaged in talk opportunities as well as practicing spelling, using phonics, other spelling content & letter formation.

Knowledge and Understanding	Composition	Handwriting	Spelling	Check and Edit
I know ... <ul style="list-style-type: none">that books are importantwhat has happened in a storysome recently introduced vocabularythe key events in storiesa selection of stories, non-fiction, rhymes and poems	I can ... <ul style="list-style-type: none">listen to a storydiscuss a storyecho parts of a storyrecall most of a storyact out storiesrole play storiessequence storiesuse some vocabulary from the stories I readuse some phrases from the stories I readsay my sentence aloudpractice saying what I am about to write repeatedlyform sequences of wordswrite simple phrasesmake sentences in different contextsmake my sentences make sensemake my sentences readable to otherswrite short sentences with words with known sound-letter correspondencesuse a capital letteruse a full stop	I can ... <ul style="list-style-type: none">hold a pencil effectively in preparation for fluent writing – using the tripod gripwrite recognisable lettersform most letters correctlyform lower case and capital letters correctly <p>(see handwriting progression document)</p>	I can ... <ul style="list-style-type: none">identify sounds in wordsfinger talk the soundsrepresent sounds with a letter or letterswrite some exception wordswrite simple phrases that can be read by otherswrite sentences that can be read by others	I can ... <ul style="list-style-type: none">re-read what I have written to check that it makes sense

Notes



Y1:				
I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<p>NB: spelling and handwriting fluency continues to build on oracy opportunities</p> <ul style="list-style-type: none"> listening to books helps me to write word can be a noun, a verb or an adjective root words can be changed by adding prefixes and suffixes (<i>eg: un, ed</i>) words combine to make sentences a sentence is a set of words that mean something a sentence says something about someone or about a thing a series of sentences in sequence can tell a story, recount events or convey information if I repeat my sentence aloud several times, this helps me to remember all the words in the sentence a written sentence always begins with a capital letter and ends with a full stop, question mark or explanation mark sometimes we can use <i>and</i> or <i>then</i> in place of a full stop the words <i>and</i> and <i>then</i> are joining words are called conjunctions words that sound the same at the end are called rhyming words the grammar for year 1 in English Appendix 2 (see terminology) is important when discussing my writing 	<ul style="list-style-type: none"> develop a positive attitude towards writing collect ideas with the help of my teacher orally rehearse a sentence and commit it to memory repeat a sentence back several times to remember all the words in it remember and recall a sentence aloud 'hold' then write a sentence read my sentence back to check it makes sense recognise when my sentence makes sense or not join words using <i>and</i> join two clauses using <i>and</i> or <i>then</i> to make a compound sentence begin to use ! and ? build stamina for writing write at least three or four meaningful simple sentences in sequence by the end of Year 1 discuss my writing with a teacher discuss my writing with another pupil use correct terminology when discussing my writing use some of the distinctive features of Standard English in my writing <p>NB: technical accuracy and automaticity is more important than a greater number of sentences</p>	<ul style="list-style-type: none"> use a capital letter at the start of my sentence use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' use finger spaces between each word use a full stop at the end each sentence apostrophes for contractions use exclamation marks use question marks <div style="border: 1px solid black; padding: 10px; text-align: center; font-size: 2em; margin-top: 20px;">. ! ? '</div>	<p>Narrative</p> <ul style="list-style-type: none"> write a short narrative using three or four sentences (real / fictional) write a narrative about a personal experience (first person) write a narrative about someone else (third person) real / fictional <p>Non-Fiction</p> <p>-write about real events with support from my teacher</p> <p>Poetry</p> <p>- write pairs of rhyming words</p> <p>- complete 2-4 lines of a rhyming poem with support from my teacher</p>	<ul style="list-style-type: none"> re-read sentence to check it makes sense make simple additions and omissions to sentences to make the meaning clear make edits to improve punctuation make corrections to spellings <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>Terminology</u></p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, punctuation</p> </div>



Y2: In addition to Y1 knowledge:

I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<ul style="list-style-type: none"> reading & listening to books helps me write the conjunctions <i>and</i>, <i>but</i>, <i>because</i>, <i>if</i>, <i>so</i> and <i>when</i> can be used to join two ideas together a sentence can also begin with <i>Because</i>, <i>If</i> or <i>When</i> if appropriate a written question ends with a question mark instead of a full stop questions often begin with question words such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>how</i>, <i>why</i>, <i>has</i>, <i>did</i> ... an exclamation is a word or sentence spoken suddenly, loudly or emphatically to express emotion at its simplest, a noun is a word that identifies (names) a person, place or thing a noun or noun phrase is almost always preceded by a determiner determiners signal whether a noun is known or unknown, plural or singular, and possession a noun phrase can describe and specify eg: <i>the blue butterfly</i> at its simplest, an adjective describes a noun – it tells us something about it at its simplest, a verb is a doing, happening, or action word an alternative verb can be chosen to give an action a modified meaning at its simplest, an adverb of manner says how something happens or happened adverbs usually end with <i>ly</i>. an <i>ly</i> adverb can be used at the beginning, middle or end of a sentence Sequencing adverbs (of time) help to organise the order of events eg: <i>first</i>, <i>next</i>, <i>then</i>, <i>later</i>, <i>finally</i> etc the difference between a statement, question, exclamation or command writing is to be read by an audience the grammar for year 2 in English Appendix 2 (see terminology) is important when discussing my writing 	<p>NB: In addition to the vital transcriptional aspects</p> <ul style="list-style-type: none"> continue to develop a positive attitude to writing draw upon experiences to inform writing draw on what I have read for new vocabulary, grammar and structure consider what I am going to write about before writing write down ideas and/or key words, including new vocabulary plan or say out loud what I am going to write about compose a sentence orally then write it down encapsulate what I want to say, sentence by sentence develop stamina for writing write sentences with different forms: statement, question, exclamation, command (imperative) plan and write with a beginning, middle and end write using a variety of simple and compound sentences, joined with simple conjunctions e.g., <i>and</i>, <i>or</i>, <i>but</i>, <i>then</i> (co-ordination) write sentences using <i>because</i>, <i>that</i>, <i>so</i>, <i>when</i>, <i>if</i> (subordination) write questions beginning with <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>how</i>, <i>why</i>, <i>has</i>, <i>did</i>... write in the present or past tense use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>] improve a noun phrase by adding one or more adjectives improve a sentence by replacing/strengthening the noun with an alternative noun select and use alternative verbs use <i>ly</i> adverbs in association with verbs Use adverbs of time to sequence and organise the order of events eg: <i>first</i>, <i>next</i>, <i>then</i>, <i>later</i>, <i>finally</i> draw on and use new vocabulary from class discussions write between 10-20 sentences in sequence (end Y2) discuss my writing with others using KS1 grammatical terminology write for different purposes begin to show awareness of audience 	<ul style="list-style-type: none"> use full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive (singular) correctly eg: the girl's name <div> <p>. ! ? , ' </p> </div>	<p>Narrative</p> <ul style="list-style-type: none"> write narratives about personal experiences (fictional) write narratives about the personal experiences of others (real / fictional) <p>Non-Fiction</p> <ul style="list-style-type: none"> write about real events <p>Poetry</p> <ul style="list-style-type: none"> write pairs of rhyming words write 2 or more stanzas of poetry based on a well -rehearsed model perform poetry aloud <div> <p>Terminology</p> <p>noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> </div>	<p>With a teacher and with other pupils, evaluate writing by:</p> <ul style="list-style-type: none"> thinking aloud when collecting ideas, planning, drafting and re-writing re-read writing to check that it makes sense make simple additions and omissions to sentences to make the meaning clear make simple corrections check and correct consistent use of present or past tense check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear sometimes draft and re-write sentences or sections to improve the quality of meaning



<ul style="list-style-type: none">I am aware of some of the features of written Standard English	<ul style="list-style-type: none">use the grammar for year 2 in English Appendix 2 (see terminology) when discussing my writing			
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Y3: In addition to KS1 knowledge:

I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<ul style="list-style-type: none">reading, listening to, enjoying and understanding stories, poetry, plays and non-fiction texts helps me to be an authorvowels sounds are soft speech sounds made with the vocal tract open (aeiou) and consonant sounds are hard blocking air from flowing out of the mouth with the teeth, tongue or lips (eg: t, s, p)at its simplest, a paragraph is a group of sentences that together cover one topic, subject or themea list can be included in a sentence with each word separated by a commaa list can be made vertically on a pagea group of nouns, adjectives or adverbs can form a lista phrase is group of two or more words that express a single idea but do not form a complete clause or sentence (does not contain a subject-verb unit) eg: "out the door" in "they ran out the door"a clause is a group of words that go together to make up part of sentence containing both a subject and a verba sentence can contain separate clausesclauses can be joined by conjunctionsconjunctions can express time, place and cause (eg: time: <i>when, before, after, while</i>, place: <i>where, wherever</i>, cause: <i>so, because</i>)when a sentence begins with the conjunctions, <i>because, if, when, although</i>, a comma is usually required to separate the two main ideas in the sentencethe two ideas in such a sentence are called clausesone of the clauses will not make sense on its own because the conjunction prevents thisadverbs can signal manner, time, place, frequency. They say more about the verb in a sentence – when, where, how, how often (eg: <i>then, next, soon, therefore</i>)verbs (and other words) can be selected for effectat its simplest, a preposition is a small word that precedes a noun or adjective - it often, but not always, says something about the position of one noun in relation to another (eg: over, under, above, below)prepositions can also express time and cause (eg: <i>before, after, during, in, because of</i>)a noun phrase can be extended by adding a prepositional phrase (a noun phrase preceded by a preposition)paragraphs group related material into sectionsheadings and sub-headings can be used to aid presentationwith some additions or omissions of words, the order of words can be changed in sentences to alter the meaningit is essential to maintain <i>tense</i> and <i>person</i> in a piece of writing for it to make sense	<ul style="list-style-type: none">plan my writing by discussing similar writingunderstand and identify the features of models - structure, vocabulary and grammarprepare for writing through oral rehearsalthink aloud when exploring and collecting ideasrecord my ideas before writingdraft by noting down varied, rich vocabulary choicesdraft by practicing an increasing range of sentence structuresorganise my writing into at least 3 paragraphs (beginning/introduction, middle, end/summary/ - conclusion)use a comma-separated list in a sentencerecognise clause chunksuse conjunctions to express time and causeinclude multi clause sentences using subordinating conjunctions <i>because, if, when, although</i> in my writinguse a comma appropriately to demarcate the subordinate clauseinclude <i>when, where, how, how often</i> adverbs and adverbial phrasesinclude degree of intensity with <i>-ly</i> adverbs eg: <i>fairly</i>select and use alternative and more effective verbsuse prepositions to express time and causeextend a noun phrase by adding a prepositional phrase - <i>at, over, by, with, to, behind, before, under, near, without</i>write using consistency of tenseuse the present perfect form of verbs in contrast to the past tense eg: <i>I have baked</i> V <i>I baked yesterday</i> / <i>He has completed his homework</i> V <i>He completed his homework yesterday</i>write using consistency of personchoose nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionchange the order of words in a sentence and modify to make it into a questionwrite with a particular / real purposewrite for a specified audiencewrite across the curriculum	<ul style="list-style-type: none">use apostrophes to indicate singular possession andintroduction to apostrophes to indicate possession with plural nounsintroduction to using and punctuating direct speechwrite some words in capital letters for effect <div><p>. ! ?</p><p>,</p><p>“ ”</p></div>	<p>Narrative</p> <ul style="list-style-type: none">create settingscreate characterscreate the plotinclude dialogue <p>Non-Fiction</p> <ul style="list-style-type: none">write non-narrative materialuse headingsuse subheadingsbegin to use bullet pointsbegin to use a numbered listbegin to use a caption under a photo <p>Poetry</p> <ul style="list-style-type: none">write some different forms of poetry <p>Plays</p> <ul style="list-style-type: none">write lines for 2 characters (2/3 lines each)	<ul style="list-style-type: none">assess the effectiveness of own and others’ writing in comparison to model text typesuggest improvements to own and others’ writing using criteria (text type features and SPaG features)proofread and correct spelling errors (appropriate to year)proofread and correct for punctuation errorspropose and make changes to improve consistency of grammar in sentencespropose and make changes to improve vocabulary choices in sentencespropose and make changes to improve accuracy of pronouns in sentencesread aloud own writing to be clearly heard by a partner, small group or whole classthink aloud when drafting and redrafting to check the meaning is clear <div><p>Terminology</p><p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, consonant letter vowel, vowel letter, clause, subordinate clause</p></div>



<ul style="list-style-type: none"> there is a difference between the present perfect form of verbs and the simple past (eg: He has gone out to play V He went out to play) 	<ul style="list-style-type: none"> use appropriate and accurate terminology when discussing my writing 			
Y4: In addition to KS1 and Y3 knowledge:				
I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<ul style="list-style-type: none"> a relative clause is a form of subordinate clause the relative pronouns <i>which, who or that</i> (whom, whose) can be used to form a clause that says something more about the noun (hence it is adjectival) other subordinating conjunctions, in addition to <i>because, if, when</i>, are <i>so, that, while, since, though, although</i> can be used when a list consists of phrases or clauses, the items should be separated by semi-colons. a colon can be used to introduce the list adverbs can be used in a variety of places within sentences in writing, the fronted adverbial is often most effective eg: Later that day, I heard the bad news. commas are placed after fronted adverbials the order of clauses in a sentence can be chosen for effect noun phrases can be expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) to repeat the noun too often is unnecessary, hence the use of the pronoun overuse of pronouns can create ambiguity an apostrophe is used in a noun to mark possession (but not plurality) a superlative denotes the highest degree or most quality a comparative compares one to another 	<ul style="list-style-type: none"> explain my understanding of genre discuss and record ideas explain my thinking clearly using full sentences organise writing into at least 5 paragraphs begin to use linking words to link paragraphs use the relative pronouns <i>which</i> or <i>who</i> to make an embedded clause complex sentence shorten the clause by removing the pronoun eg: <i>I hate the dog. The dog bit me.</i> <i>I hate the dog <u>that</u> bit me.</i> <i>I like the person. The person was nice to me.</i> <i>I like the person <u>who</u> was nice to me.</i> use the following range of conjunctions; <i>if, so, that, while, since, though, although, when, because</i> use a colon to introduce a list or a topic include in a sentence a list separated by semi-colons include <i>how, when, where, how often</i> adverbs/ adverbial phrases in a variety of positions within a sentence experiment with clause order and effect use fronted adverbials use commas after fronted adverbials use a variety of simple, compound and complex sentences with different clause orders use superlatives and comparatives use an appropriate balance of nouns to pronouns – avoid ambiguity use apostrophe to mark possession write for different purposes write for different audiences use appropriate and accurate terminology when discussing my writing 	<ul style="list-style-type: none"> indicate possession using the possessive apostrophe with plural noun use and punctuate direct speech use commas after fronted adverbials <div> <p>. ! ? , ' " " :</p> </div>	<p>Narrative</p> <ul style="list-style-type: none"> create settings, characters and plot use dialogue to develop characters use dialogue to move the story on <p>Non-Fiction</p> <ul style="list-style-type: none"> write non-narrative material use headings use subheadings use bullet points use a numbered list use a caption under a photo <p>Plays</p> <ul style="list-style-type: none"> write lines for 2/3 characters (4/5 lines each) <p>Poetry</p> <ul style="list-style-type: none"> write different forms of poetry 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements (based on model text type features and SPaG focus) propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud own writing, to a partner, small group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear think aloud when developing writing to draft, redraft and monitor making sense <div> <p>Terminology</p> <p>determiner, pronoun, possessive pronoun, adverbial</p> </div>



Y5: In addition to KS1 and LKS2 knowledge:

I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<ul style="list-style-type: none">a semi-colon will often replace a conjunctiona semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideasthere is a wide range of subordinating conjunctions that form subordinating clausesparenthesis is a way of adding extra information to a sentencebrackets, dashes or commas can be used for parenthesiswords such as <i>quite, fairly, rather, pretty</i> can modify an adjective or adverbthere is a difference between the active and passive voice eg: Jerry <u>knocked</u> over the lamp v The lamp was knocked over by Jerry.modal verbs are: <i>must, shall, will, should, would, can, could, may, and might</i>adverbs of possibility are: <i>always, sometimes, never certainly, definitely, maybe, surely, clearly, obviously, perhaps, probably</i> and <i>undoubtedly, rarely</i>expanded noun phrases are formed using determiners, nouns, adjectives and prepositional phrasesthe present perfect form is created using the present tense of the verb to havethe past perfect form is created using the past tense of the verb to havethe subjunctive form is used to advise, to ask, to demand, to insist, to recommend, to suggest, to assert that it is best /it is important/ it is vital/ it is a good / bad idearecognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (eg: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)figurative languageshades of meaning	<ul style="list-style-type: none">use a semi-colon as a silent connectivemake complex sentences using - <i>after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as</i>use a variety of longer and shorter sentencesinclude relative clauses beginning with <i>who, which, where, when, whose, that</i>include relative clauses which have an omitted relative pronounuse brackets, dashes and commas for parenthesisselect adverbs for degree of intensityuse modal verbs to indicate degrees of possibility (<i>might, should, will, must</i> etc)use adverbs to indicate degrees of possibility (<i>perhaps, surely</i> etc)begin to use the subjunctive form in a formal way of writing eg: if I were to etcidentify the audience and purpose for writingwrite for a range of purposeswrite for a range of audiencesuse other similar writing as a modelnote down initial ideasdraw upon reading to inform writingdraw upon research to inform writingselect appropriate grammar to enhance meaningselect appropriate vocabulary to enhance meaningunderstand how grammar and vocabulary choices enhance meaningprecise longer passagesbegin to build cohesion within a paragraph (eg: <i>then, after that, this, firstly</i>)begin to build cohesion using a range of deviceslink ideas across paragraphs using adverbials of time eg: <i>later,</i>link ideas across paragraphs using adverbials of place eg: <i>nearby,</i>link ideas across paragraphs using adverbials of number eg: <i>secondly</i>link ideas across paragraphs using tense choices eg: he <i>had</i> seen her beforeuse active V passive verbs to affect the presentation of information in a sentence eg: I broke the window in the greenhouse V The window in the greenhouse was broken (by me)use the perfect form of verbs to mark relationships of time and causeuse expanded noun phrases to convey complicated information conciselyuse figurative language and age-appropriate academic vocabulary	<ul style="list-style-type: none">use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]use commas to clarify meaninguse commas to avoid ambiguityuse parenthesis to add extra informationuse brackets, dashes or commas to indicate parenthesisuse a colon to introduce a listpunctuate bullet points consistentlyuse ellipses <div><p>. ! ? , ' " " : ; () - , ...</p></div>	<p>Narrative</p> <ul style="list-style-type: none">begin to emulate successful authors developing settingsbegin to draw upon what has been listened to in order to develop settings and charactersbegin to draw upon drama or performance theatre in order to develop characters and settingsdescribe settingsdescribe charactersdescribe atmospherebegin to integrate dialogue to convey characterbegin to integrate dialogue to advance the action <p>Non-Fiction</p> <ul style="list-style-type: none">use headings, subheadings, bullet points, numbered lists, captions and underlining to organise and present <p>Plays</p> <ul style="list-style-type: none">write plays to prepare and perform <p>Poetry</p> <ul style="list-style-type: none">write different forms of poetry	<ul style="list-style-type: none">think aloud when generating ideas to check the meaning is clearevaluate and edit by assessing their own and others' writing and suggesting improvements against model text type features and specific SPaG focuspropose and make changes to vocabulary to enhance effects and clarify meaningpropose and make changes to grammar to enhance effects and clarify meaningpropose and make changes to punctuation to enhance effects and clarify meaningevaluate and edit writing to ensure consistent tense throughoutedit to ensure correct subject and verb agreementedit to distinguish between the language of speech and writing (subject verb agreement) choosing appropriate registerproofread for spelling errors and make necessary editsproofread for punctuation errors and make necessary editsuse the grammatical terminology in English Appendix 2 in discussing their writingperform compositions to be heard by a partner, small group or the rest of the class <div><p>Terminology</p><p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p></div>



Y6: In addition to KS1, LKS2 and Y5 knowledge:

I know that:	I know how to:	Punctuation	Narrative Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
<ul style="list-style-type: none"> a long sentence can be simple, compound or complex a short sentence can be simple, compound or complex in narrative and non-narrative writing, there is a range of purposes for using shorter and longer sentences recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis I know all the grammar for years 5 & 6 in English Appendix 2 specific technical vocabulary 	<ul style="list-style-type: none"> write with decreasing scaffolding use a variety of sentence lengths use simple, compound and complex sentences sometimes, use two or more subordinate clauses write for a range of purposes and audiences plan writing by: <ol style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary draft and write by: <ol style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning precise longer passages use a wide range of devices to build cohesion within and across paragraphs use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms in writing using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading (non-stat) use specific technical vocabulary when writing across the curriculum 	<ul style="list-style-type: none"> use the full range of punctuation correctly use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity eg: <i>man eating shark</i> V <i>man-eating shark</i>, or <i>recover</i> V <i>re-cover</i> use brackets, dashes or commas to indicate parenthesis use a colon to introduce a list use semi-colons within lists use semi-colon, colon and dash to mark the boundary between independent clauses eg: <i>It's raining; I'm fed up</i> punctuate bullet points consistently <div data-bbox="1368 1276 1878 1631" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>. ! ? , ' " " :</p> <p>;</p> <p>() - ,</p> <p>...</p> </div>	<p>Narrative</p> <ul style="list-style-type: none"> in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Non-Fiction</p> <ul style="list-style-type: none"> use further organisational and presentational devices to structure text and to guide the reader (for example, headings, subheadings, bullet points, numbered lists, captions and underlining) <p>Plays</p> <ul style="list-style-type: none"> write plays to prepare and perform <p>Poetry</p> <ul style="list-style-type: none"> write different forms of poetry 	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <div data-bbox="2427 1486 2890 1719" style="border: 1px solid black; padding: 5px;"> <p>Terminology</p> <p>subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> </div>



Word / Vocabulary - Detail of Content (See Grammar Map)

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| Year 1 | <ul style="list-style-type: none">• 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• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)• How the prefix <i>un–</i> changes the meaning of verbs and adjectives
[negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>] |
| Year 2 | <ul style="list-style-type: none">• Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]• Formation of adjectives using suffixes such as <i>–ful, –less</i>
(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)• Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs |
| Year 3 | <ul style="list-style-type: none">• Formation of nouns using a range of prefixes [for example <i>super–, anti–, auto–</i>]• Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]• Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] |
| Year 4 | <ul style="list-style-type: none">• The grammatical difference between plural and possessive –s• Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] |
| Year 5 | <ul style="list-style-type: none">• Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate; –ise; –ify</i>]• Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>] |
| Year 6 | <ul style="list-style-type: none">• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]• How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. |