Birkwood Primary School

Writing Progression

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. We use the Read Write Inc (RWI) phonics and handwriting programmes supported by Helping Handwriting Shine (HHWS) and Spelling Shed to enhance the teaching of our spelling programme to ensure comprehensive coverage of this vital content. Oracy progression is mapped out which shows clear progression of spoken language content from the National Curriculum. 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:

"EYFS Statutory Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."

-DfE Development Matters, 2021

Behaviours to be promoted in learning areas /provision **"Playing and Exploring"**	Activities to promote writing **"Active Learning"**	Reflection & metacognition **"Creating and Thinking Critically"**
• 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	• 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	• 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

Early Language and Communication

Language development is key

Vocabulary development tis crucial

Dialogue can be guided by adults based on children's interests

Plans must be flexible to divert to and develop children's interests

Depth is more important than breadth

Encourage chat at all opportunities, including with parents

- 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 … • that books are important • what has happened in a story • some recently introduced vocabulary • the key events in stories • a selection of stories, non-fiction, rhymes and poems	I can … • listen to a story • discuss a story • echo parts of a story • recall most of a story • act out stories • role play stories • sequence stories • use some vocabulary from the stories I read • use some phrases from the stories I read • say my sentence aloud • practice saying what I am about to write repeatedly • form sequences of words • write simple phrases • make sentences in different contexts • make my sentences make sense • make my sentences readable to others • write short sentences with words with known sound-letter correspondences • identify capital letters • identify full stops • begin to use capital letters and full stops with support	I can … • hold a pencil effectively in preparation for fluent writing – using the tripod grip • write recognisable letters • form most letters correctly • form lower case and capital letters correctly (see handwriting progression document)	I can … • identify sounds in words • finger talk the sounds • represent sounds with a letter or letters • write some exception words • write simple phrases that can be read by others • write sentences that can be read by others	I can … • 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
NB: spelling and handwriting fluency continues to build on oracy opportunities • 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 *(eg: un, ed)* • 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 *and* or *then* in place of a full stop • the words *and* and *then* 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	• 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 *and* • join two clauses using *and* or *then* 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 **NB: technical accuracy and automaticity is more important than a greater number of sentences**	• 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 . ! ? '	**Narrative** • 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 **Non-Fiction** -write about real events with support from my teacher **Poetry** - write pairs of rhyming words - complete 2-4 lines of a rhyming poem with support from my teacher	• 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 **Terminology** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, punctuation

Y2: In addition to Y1 knowledge:

I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
• reading & listening to books helps me write • the conjunctions *and, but, because, if, so* and *when* can be used to join two ideas together • a sentence can also begin with *Because*, *If* or *When* if appropriate • a written question ends with a question mark instead of a full stop • questions often begin with question words such as who, what, where, when, how, why, has, did … • 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: *the blue butterfly* • 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 ly. • an ly 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: first, next, then, later, finally 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	NB: In addition to the vital transcriptional aspects • 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., *and, or, but, then* (co-ordination) • write sentences using *because, that, so, when, if* (subordination) • write questions beginning with *who, what, where, when, how, why, has, did…* • 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, she is drumming, he was shouting] • 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 ly adverbs in association with verbs • Use adverbs of time to sequence and organise the order of events eg: first, next, then, later, finally • draw on and use new vocabulary from class discussions • write between 10-20 sentences in sequence (end Y2) • discus my writing with others using KS1 grammatical terminology • write for different purposes • begin to show awareness of audience	• 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 . ! ? , '	**Narrative** • write narratives about personal experiences (fictional) • write narratives about the personal experiences of others (real / fictional) **Non-Fiction** • write about real events **Poetry** • write pairs of rhyming words • write 2 or more stanzas of poetry based on a well -rehearsed model • perform poetry aloud **Terminology** noun, noun phrase, statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	With a teacher and with other pupils, evaluate writing by: • 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

• I am aware of some of the features of written Standard English	• use the grammar for year 2 in English Appendix 2 (see terminology) when discussing my writing			

Y3: In addition to KS1 knowledge:

I know that:	I know how to:	Punctuation	Genre Specific	Check, Edit, Revise, Improve, Evaluate, Proofread
• reading, listening to, enjoying and understanding stories, poetry, plays and non-fiction texts helps me to be an author • vowels 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 theme • a list can be included in a sentence with each word separated by a comma • a list can be made vertically on a page • a group of nouns, adjectives or adverbs can form a list • a 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 verb • a sentence can contain separate clauses • clauses can be joined by conjunctions • conjunctions can express time, place and cause (eg: time: *when, before, after, while,* place: *where, wherever,* cause*: so, because*) • when a sentence begins with the conjunctions, *because, if, when, although,* a comma is usually required to separate the two main ideas in the sentence • the two ideas in such a sentence are called clauses • one of the clauses will not make sense on its own because the conjunction prevents this • adverbs can signal manner, time, place, frequency. They say more about the verb in a sentence – when, where, how, how often (eg: *then, next, soon, therefore*) • verbs (and other words) can be selected for effect • at 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: *before, after, during, in, because of*) • a noun phrase can be extended by adding a prepositional phrase (a noun phrase preceded by a preposition) • paragraphs group related material into sections • headings and sub-headings can be used to aid presentation • with some additions or omissions of words, the order of words can be changed in sentences to alter the meaning • it is essential to maintain *tense* and *person* in a piece of writing for it to make sense	• plan my writing by discussing similar writing • understand and identify the features of models - structure, vocabulary and grammar • prepare for writing through oral rehearsal • think aloud when exploring and collecting ideas • record my ideas before writing • draft by noting down varied, rich vocabulary choices • draft by practicing an increasing range of sentence structures • organise my writing into at least 3 paragraphs (beginning/introduction, middle, end/summary/ - conclusion) • use a comma-separated list in a sentence • recognise clause chunks • use conjunctions to express time and cause • include multi clause sentences using subordinating conjunctions *because, if, when, although* in my writing • use a comma appropriately to demarcate the subordinate clause • include *when, where*, *how, how often* adverbs and adverbial phrases • include degree of intensity with *–ly* adverbs eg: *fairly* • select and use alternative and more effective verbs • use prepositions to express time and cause • extend a noun phrase by adding a prepositional phrase - *at, over, by, with, to, behind, before, under, near, without* • write using consistency of tense • use the present perfect form of verbs in contrast to the past tense eg: *I **have** baked* V *I baked yesterday* / *He has completed his homework* V *He completed his homework yesterday* • write using consistency of person • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • change the order of words in a sentence and modify to make it into a question • write with a particular / real purpose • write for a specified audience • write across the curriculum	• use apostrophes to indicate singular possession and • introduction to apostrophes to indicate possession with plural nouns • introduction to using and punctuating direct speech • write some words in capital letters for effect . ! ? , ' " "	**Narrative** • create settings • create characters • create the plot • include dialogue **Non-Fiction** • write non-narrative material • use headings • use subheadings • begin to use bullet points • begin to use a numbered list • begin to use a caption under a photo **Poetry** • write some different forms of poetry **Plays** • write lines for 2 characters (2/3 lines each)	• assess the effectiveness of own and others' writing in comparison to model text type • suggest 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 errors • propose and make changes to improve consistency of grammar in sentences • propose and make changes to improve vocabulary choices in sentences • propose and make changes to improve accuracy of pronouns in sentences • read aloud own writing to be clearly heard by a partner, small group or whole class • think aloud when drafting and redrafting to check the meaning is clear **Terminology** word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, consonant letter vowel, vowel letter, clause, subordinate clause

• 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)	• 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**
• a relative clause is a form of subordinate clause • the relative pronouns *which, who or that* (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 *because, if, when,* are *so, that, while, since, though, although* 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	• 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 *which* or *who* to make an embedded clause complex sentence • shorten the clause by removing the pronoun eg: *I hate the dog. The dog bit me.* *I hate the dog <u>that</u> bit me.* *I like the person. The person was nice to me.* *I like the person <u>who</u> was nice to me.* • use the following range of conjunctions; *if, so that, while, since, though, although, when, because* • use a colon to introduce a list or a topic • include in a sentence a list separated by semi-colons • include *how, when, where, how often* 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	• indicate possession using the possessive apostrophe with plural noun • use and punctuate direct speech • use commas after fronted adverbials . ! ? , ’ “ ” :	**Narrative** • create settings, characters and plot • use dialogue to develop characters • use dialogue to move the story on **Non-Fiction** • write non-narrative material • use headings • use subheadings • use bullet points • use a numbered list • use a caption under a photo **Plays** • write lines for 2/3 characters (4/5 lines each) **Poetry** • write different forms of poetry	• 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 **<u>Terminology</u>** determiner, pronoun, possessive pronoun, adverbial

Y5: In addition to KS1 and LKS2 knowledge:

I know that:

- a semi-colon will often replace a conjunction
- a semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideas
- there is a wide range of subordinating conjunctions that form subordinating clauses
- parenthesis is a way of adding extra information to a sentence
- brackets, dashes or commas can be used for parenthesis
- words such as *quite, fairly, rather, pretty* can modify an adjective or adverb
- there is a difference between the <u>active</u> and **passive** voice eg: Jerry <u>knocked</u> over the lamp v
  The lamp **was** knocked over **by** Jerry.
- modal verbs are: *must, shall, will, should, would, can, could, may*, and *might*
- adverbs of possibility are: always, sometimes, *never certainly, definitely, maybe, surely, clearly, obviously, perhaps, probably* and *undoubtedly, rarely*
- expanded noun phrases are formed using determiners, nouns, adjectives and prepositional phrases
- the present perfect form is created using the present tense of the verb to have
- the past perfect form is created using the past tense of the verb to have
- the 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 idea
- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (eg: *He's your friend, isn't he?,* or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech)
- figurative language
- shades of meaning

I know how to:

- use a semi-colon as a silent connective
- make complex sentences using - *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*
- use a variety of longer and shorter sentences
- include relative clauses beginning with who, which, where, when, whose, that
- include relative clauses which have an omitted relative pronoun
- use brackets, dashes and commas for parenthesis
- select adverbs for degree of intensity
- use modal verbs to indicate degrees of possibility *(might, should, will, must* etc)
- use adverbs to indicate degrees of possibility (*perhaps, surely* etc)
- begin to use the subjunctive form in a formal way of writing eg: if I were to etc
- identify the audience and purpose for writing
- write for a range of purposes
- write for a range of audiences
- use other similar writing as a model
- note down initial ideas
- draw upon reading to inform writing
- draw upon research to inform writing
- select appropriate grammar to enhance meaning
- select appropriate vocabulary to enhance meaning
- understand how grammar and vocabulary choices enhance meaning
- precise longer passages
- begin to build cohesion within a paragraph (eg: *then, after that, this, firstly*)
- begin to build cohesion using a range of devices
- link ideas across paragraphs using adverbials of time eg: *later,*
- link ideas across paragraphs using adverbials of place eg: *nearby,*
- link ideas across paragraphs using adverbials of number eg: *secondly*
- link ideas across paragraphs using tense choices eg: he *had* seen her before
- use 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 cause
- use expanded noun phrases to convey complicated information concisely
- use figurative language and age-appropriate academic vocabulary

Punctuation

- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- use commas to clarify meaning
- use commas to avoid ambiguity
- use parenthesis to add extra information
- use brackets, dashes or commas to indicate parenthesis
- use a colon to introduce a list
- punctuate bullet points consistently
- use ellipses

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Genre Specific

Narrative

- begin to emulate successful authors developing settings
- begin to draw upon what has been listened to in order to develop settings and characters
- begin to draw upon drama or performance theatre in order to develop characters and settings
- describe settings
- describe characters
- describe atmosphere
- begin to integrate dialogue to convey character
- begin to integrate dialogue to advance the action

Non-Fiction

- use headings, subheadings, bullet points, numbered lists, captions and underlining to organise and present

Plays

- write plays to prepare and perform

Poetry

- write different forms of poetry

Check, Edit, Revise, Improve, Evaluate, Proofread

- think aloud when generating ideas to check the meaning is clear
- evaluate and edit by assessing their own and others' writing and suggesting improvements against model text type features and specific SPaG focus
- propose and make changes to vocabulary to enhance effects and clarify meaning
- propose and make changes to grammar to enhance effects and clarify meaning
- propose and make changes to punctuation to enhance effects and clarify meaning
- evaluate and edit writing to ensure consistent tense throughout
- edit to ensure correct subject and verb agreement
- edit to distinguish between the language of speech and writing (subject verb agreement) choosing appropriate register
- proofread for spelling errors and make necessary edits
- proofread for punctuation errors and make necessary edits
- use the grammatical terminology in English Appendix 2 in discussing their writing
- perform compositions to be heard by a partner, small group or the rest of the class

<u>Terminology</u>

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

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
• 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 *on the other hand*, *in contrast*, or *as a consequence)*, and **ellipsis** • I know all the grammar for years 5 & 6 in English Appendix 2 • specific technical vocabulary	• 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: 1. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. noting and developing initial ideas, drawing on reading and research where necessary • draft and write by: 1. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 2. precise longer passages 3. 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	• use the full range of punctuation correctly • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity eg: *man eating shark* V *man-eating shark*, or *recover* V *re-cover* • 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: *It's raining*; *I'm fed up* • punctuate bullet points consistently . ! ? , ' " " : ; ( ) - , … **Terminology** subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	**Narrative** • 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 **Non-Fiction** • 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) **Plays** • write plays to prepare and perform **Poetry** • write different forms of poetry	evaluate and edit by: • 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

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

Year 1
- Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)
- How the **prefix** *un–* changes the meaning of **verbs** and **adjectives**
  [negation, for example, *unkind*, or *undoing*: *untie the boat*]

Year 2
- Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]
- Formation of **adjectives** using **suffixes** such as *–ful*, *–less*
  (A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1)
- Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Year 3
- Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]
- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Year 4
- The grammatical difference between **plural** and **possessive** *–s*
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Year 5
- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*]
- **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]

Year 6
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
- How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].