



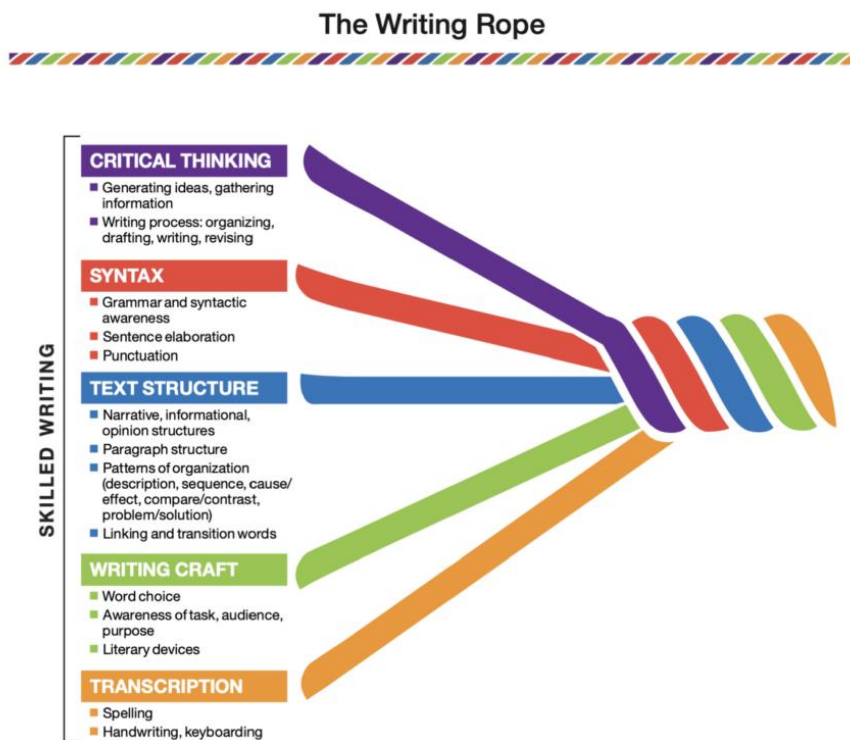
LIGHTHOUSE  
SCHOOLS PARTNERSHIP

# Primary Writing Progression



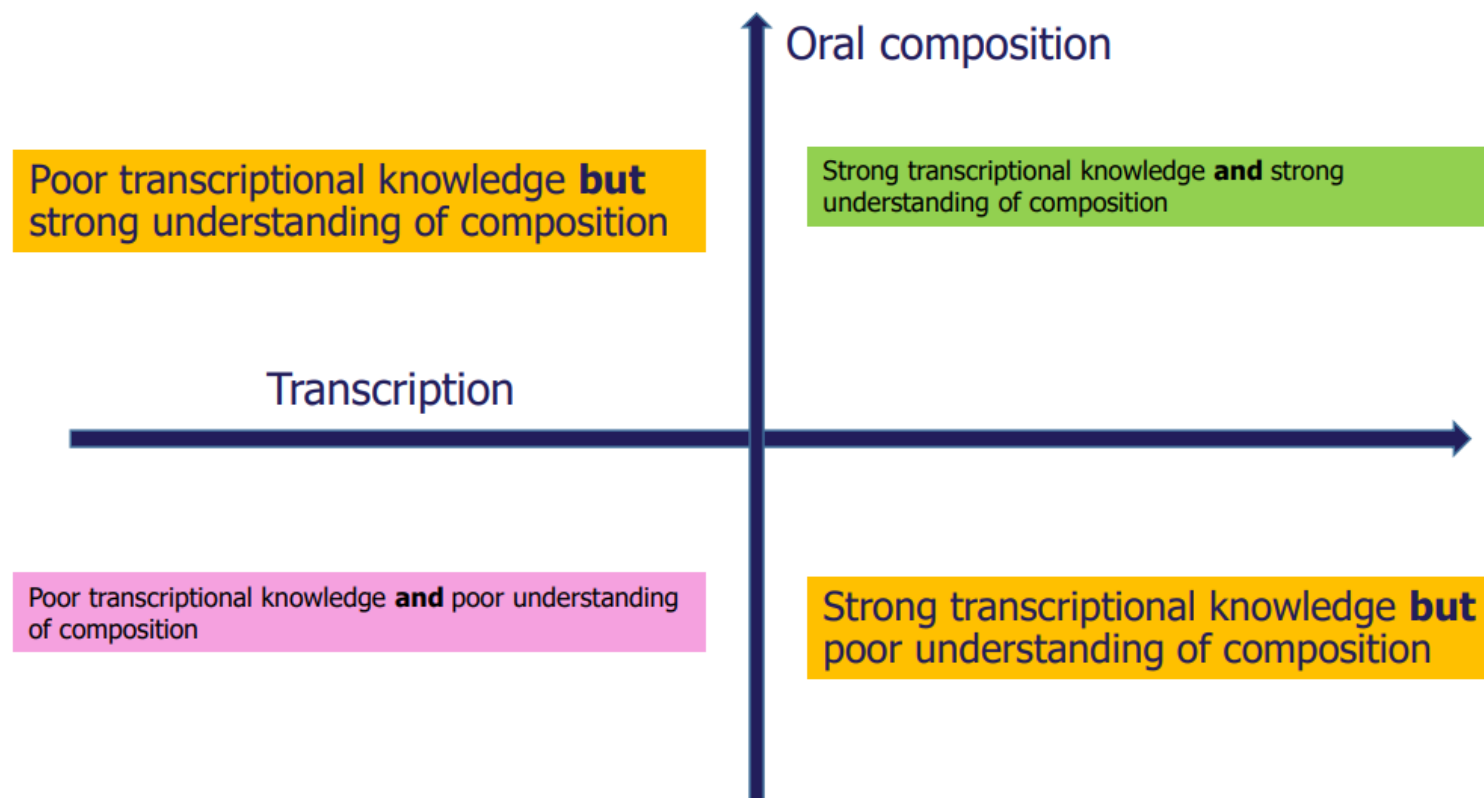
# Writing Over Time

**Writing is not just an option for young people – it is a necessity. Along with reading comprehension , writing skills is a predictor of academic success and the basic requirements for participation in life and the global economy. All students need to become proficient and flexible writers. (Graham and Perin 2007)**



There are a multiplicity of skills involved in writing which makes it complex to both learn and to teach. Sedita identifies these in the Writing Rope which organises the multiple writing skills, strategies and techniques into five components that represent the elements of a comprehensive writing curriculum. Each strand will require discrete instruction to allow pupils to develop key skills with carefully planned opportunities to practice and apply them. As their expertise in skills develop they will be able to combine and use their writing skills fluently in order to become a skilled writer.

# A way of looking at writing



ng are transcription and composition: we want our pupils to be in the top right quadrant with strong transcription and composition skills. However, for your youngest, novice writers there is a danger in combining these skills too early. To develop proficiency in writing, pupils need accuracy and automaticity in transcription (spelling and handwriting) and composition skills which include knowledge of the topic they are writing about. Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively. OFSTED's review into English Telling the story tells us :

*Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting. Teachers rarely use dictation as a tool to help pupils practise spelling and handwriting. In many schools, pupils are expected to carry out extended writing tasks before they have the required knowledge and skills.*

Transcription and dictation should match their phonics attainment in the way that decodable books do to support early reading. But we also want our new writers to develop their composition skills in order that they can use and manipulate language for different audiences and purposes – and these need to be beyond their phonics skills. So oral comprehension allows them to develop these skills (in the same way that reading stories aloud supports pupils to develop comprehension skills using books beyond their decoding attainment) so that, when they can apply their transcriptional skills they have the composition skills needed to create texts that entertain and inform.

# How the writing curriculum changes over time...



To ensure that our English curriculum is organised to give pupils enough time to develop component writing skills we will need to adjust the time and focus of our curriculum to match the stage of writing for our pupils. Andrew Percival suggests the following emphasis during each key stage to allow for this. This structure of the curriculum allows for teachers to deliver instruction in key areas for each year group and shows that, as children master the skills of spelling and handwriting, we will then spend more time on composition. This reduces cognitive load for pupils and allows each skill to become embedded in their practice.

OFSTED found that schools are often too quick to move to asking children to write a range of genre before they have secured the skills required to do this successfully. This is particularly true for early writers in Reception and Key Stage 1:

**In most schools visited, pupils at the earliest stages of learning to write are often asked to complete complex tasks, such as writing a character description, before they have the phonics knowledge to spell the words or the manual skills to form the letters easily and speedily.** (OFSTED: Telling the Story 2024)

Our curriculum should therefore carefully expose pupils to different genres so that they are able to write for a range of different purposes and audiences but in a progression that supports the application of their writing skills in a positive and successful way.

## **How to use this document**

The LSP writing progression brings together key documentation to support the planning and teaching of writing in our schools. These include:

- Writing National Curriculum for each year group
- English Programme of Study expectations
- LSP KPIs for writing
- Writing Teacher Assessment Frameworks for KS1 and KS2
- Exemplification materials for year groups (STA exemplification for KS1 and 2 and LSP exemplification for other year groups)
- Unlocking Letters and Sounds (ULS) Phonics and Handwriting progressions

From these our English Leaders have created a termly progression to support planning. This ensures progression across and within objectives. It also shares genres and text types that each year group should be taught. The progression should be used to inform planning and support teachers to make decisions about the allocation of time for each strand within the writing curriculum.



## Nursery (age 3 – 4 years)

### Development Matters: Physical Development



#### 3 and 4-year-olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

#### Examples of how to support this:

Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench.

Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.

Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.

Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.

Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.



### 3 and 4-year-olds will be learning to:

### Examples of how to support this:

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.

You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.

The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.

Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.

## Nursery (age 3 – 4 years)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics: Sound discrimination					
Develop gross and fine motor skills – see EYFS skills progression					
<ul style="list-style-type: none"> <li>• Meaning to mark making: draw themselves or familiar people</li> <li>• Gross motor activities focusing on upper body.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark making with different media</li> <li>• Name recognition</li> <li>• Gross motor activities focusing on upper body.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning to mark making: draw their own story pictures.</li> <li>• Orally retell known story.</li> <li>• Listening games to hear the initial sounds in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning to mark making: labelling pictures</li> <li>• Pencil grip and pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning to mark making: list writing</li> <li>• Tripod pencil grip</li> <li>• Initial letter of name.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning to mark making: retelling known story.</li> <li>• Correct formation of some letters.</li> <li>• Name writing using name tracing card</li> </ul>



Nursery (age 3 – 4 years)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Teacher input</b>	<p>Listening and attention – follow story/text with engagement (see Welcome assessments)</p> <p>Good Listening skills</p> <p>Simple recall of story narrative</p>	<p>Text sharing with attention and listening focus.</p> <p>Distinguish between pictures and words, and support understanding that words carry meaning.</p> <p>Pointing out and discussing pictures, and pointing to words at appropriate points e.g. when sharing the title, when pointing to the place where they will begin reading.</p> <p>Vocabulary building – concepts of print (word, letter, page, holding the book)</p> <p>Basic vocab through the text, related to the story</p> <p>Recall of story narrative through Simple oral story telling (group)</p>	<p>Pictures in response to narrative/non-fiction (characters, favorite pages, non favorite things, settings, interesting things). Children to suggest what/how to draw pictures.</p> <p>Adult to write simple text from children's oral contributions to introduce concept of writing for purpose – to share story features or <b>respond to the text</b></p> <p>Introduce Helicopter Stories into setting</p>	<p>Story mapping of narrative with Children to suggest what/how to draw pictures.</p> <p>Non-fiction facts taken from text – children's responses.</p> <p>Adult to write responses from children's oral contributions to introduce concept of writing to share our thoughts and ideas.</p> <p>Write letters, posters, invites</p>	<p>Pictures/Story mapping with labels/letters/lists, with children encouraged to say initial sound of words adult wants to write, adult to model correct formation.</p> <p>Encourage children to blend when you segment a CVC/CVVC/CVCC word you want to write. Encourage them to notice that the sounds you say are represented by the marks you make.</p>	<p>Pictures/Story mapping with labels/letters/lists, with adult emphasising initial sound of words they want to write (only sounds children have been introduced to).children encouraged to say initial sound of words adult wants to write.</p> <p>Encourage children to blend when you segment a CVC/CVVC/CVCC word you want to write.</p>

Nursery (age 3 – 4 years)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Skills developed through guided writing activities.</b>	<p>Guided group story telling</p> <p>During sensory mark making opportunities to use lines - vertical and horizontal</p> <p>Begin to understand that their marks carry meaning by talking about marks they have made.</p> <p>Tend to demonstrate preference for a particular hand.</p> <p>Grip – whole hand grasp, but</p>	<p>Guided group story telling – using character puppets</p> <p>Song for story retell</p> <p>During sensory mark making opportunities to use zigzag and bumps - wiggles</p> <p>When encouraged by an adult, children may show interest in looking at their name, make marks to represent their name, and/or begin to attempt to form the first letter of their name.</p>	<p>During sensory mark making opportunities to use circles</p> <p><i>Oral Recall narrative or ideas from non-fiction texts to illustrate children's responses and ideas about the text - Mark making with intention.</i></p> <p><i>Writing activities should be done 'pen to paper' where appropriate, but where the child</i></p>	<p>Children to use circles and lines to create closed shapes, to which they add details so that pictures become increasingly recognisable.</p> <p>All children to move towards small scale, 'pen to paper' mark making if possible.</p> <p>Be able to write at least the first letter of their name, which should be recognisable to others.</p>	<p>Write some or all of their name, copied or from memory, with recognisable letters and some correct letter formation.</p> <p>Match some letters to phonemes in words they want to write with support, and use these to record.</p> <p>Use an increasingly sophisticated repertoire of small, controlled marks in their drawings – dashes, crosses, dots, diagonal lines.</p> <p>Use these cohesively to create</p>	<p>Write some or all of their name, increasingly from memory, with recognisable letters and some correct letter formation.</p> <p>Match some letters to phonemes in words they want to write, and use these to record</p> <p>Use an increasingly sophisticated repertoire of small, controlled marks in their drawings – dashes, crosses, dots, diagonal lines.</p> <p>Use these cohesively to create</p>

	<p>encouraging pincer grip.</p> <p>Gross motor development: upper body strength; pulling themselves up</p>	<p>Talk about marks they have made, explaining their meaning to others. Demonstrate that they understand their marks carry meaning by mark making for a purpose.</p> <p>Show awareness of the difference between pictures and words by imitating writing, which may take the form of directional scribble.</p> <p>Consistently demonstrate preference for a dominant hand.</p>	<p><i>is not yet ready, they can respond to the prompt via sensory or large scale mark making.</i></p> <p>All children encouraged to make marks to represent their name, taking into account correct directionality. Where appropriate, children supported to correctly form the first letter of their name, and copy the letters thereafter as much as they are able.</p> <p>Show awareness of the difference between pictures and words by imitating writing, which may take the form of directional scribble and attempting to form letter shapes.</p>	<p>Where appropriate, copy some or all of name from name card, with some recognisable letters.</p> <p>Pictures to become increasingly detailed and coherent, with children taking into account what they would like to represent.</p> <p>Apply some print and letter knowledge to early writing, for example directional scribble from left to right, starting at the top of the page, begin to attempt some letter shapes of personal significance. Ascribe meaning to their 'writing.'</p>	<p>recognisable and detailed drawings.</p>	<p>recognisable and detailed drawings.</p>
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Nursery (age 3 – 4 years)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Provision deas</b>	<p>Engage in large scale mark making opportunities (e.g. chalk, painting on large surfaces, mud painting etc) to gain understanding of the relationships between their movements and the marks they make, and to develop movements linked to mark making.</p> <p>Engage in sensory mark making experiences (e.g. mark making in sand, finger painting, shaving foam)</p> <p>Engage in a range of fine motor opportunities to develop strength, control and dexterity Big objects - duplo for example, large bead threading etc</p>	<p>Trace already drawn lines, either with mark making tools or with small loose parts, in order to develop control and directional movements.</p> <p>Engage in sensory mark making experiences with control and purpose, drawing circles and enclosed shapes.</p> <p>Be encouraged to combine shapes in order to create a cohesive picture, recognising that they can make marks for a purpose and those marks can sometimes be interpreted by others.</p> <p>In all mark making contexts, be able to point to and talk about the marks they have made, encouraged to recognise that their marks carry meaning.</p> <p>Plastic scissors in play dough</p> <p>Dough disco</p>	<p>Name cards permanently available in writing area, encourage children to refer to these to label their pictures – they may make marks to stand for their name, or copy one or more letters.</p> <p>Adults to model and provide opportunities for shared purposeful ‘writing’ e.g. discussing a shopping list with a child, and modelling recording the items they choose. Encourage children to draw or make marks to represent their ideas.</p> <p>Children encouraged to reflect on what they have seen, taking note of the general shape of objects and the finer details, and using these in their drawings. For example, they may respond to a photograph or illustration in a story, and attempt to draw what they see.</p> <p>Children to recognise name with picture during self-registration.</p> <p>Dough disco Hole punching</p>	<p>Children will respond to opportunities to engage in purposeful early writing, applying the skills outlined above. They may be encouraged to do so, and may benefit from engaging in such an activity alongside an adult.</p> <p>Children to recognise name without picture during self registration.</p> <p>Dough disco Tweezers Scissor skills</p>	<p>Children will be independently motivated to write some/all of their name. For example, an area could be created for children to display their Independent writing. Children encourage to write their name so others can recognise their work.</p> <p>Children will respond to opportunities to engage in purposeful early writing, applying the skills outlined above.</p> <p>Children may show interest in attempting to write the names of their friends. They should be given opportunities to do so, e.g. party invitations.</p> <p>Name writing in morning when children enter nursery.</p> <p>Grapheme mats and cards in writing area to enable children to see and attempt to form graphemes.</p> <p>Dough disco, Scissor skills Tweezers</p>	<p>Children will create their own opportunities to engage in purposeful early writing, linked to their interests or experiences. E.g. they may make plane tickets to go on an adventure with their friends.</p> <p>Children exposed to and given opportunities to explore different means of writing for purpose. E.g. post cards, instructions, signs. Adults should facilitate real life purposes e.g. can you make a stop sign for the painting area? Can you draw pictures and initial sounds to tell your friends what fruit we have on the snack table today?</p> <p>Grapheme mats and cards in writing area to enable children to see and attempt to form graphemes.</p> <p>Dough disco Scissor skills Tweezers</p>

## Reception

### Early Learning Goals:

#### Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

#### Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

#### Being Imaginative and Expressive


Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

### By the end of Reception, children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others
- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music



<b>Types of genre:</b>	<ul style="list-style-type: none"> <li>Words, captions, labels, simple sentences, lists.</li> </ul>					
<b>Reception</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	Phase 2	Phase 3	Phase 3 Mastery	Phase 3 Mastery	Phase 4	Phase 4 Mastery
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Write left to right and top to bottom</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>'Hold' and write a word or label which has been orally composed and rehearsed as a group/ class to fix in working memory usually with finger spaces, that can be read back by themselves</li> </ul>	<ul style="list-style-type: none"> <li>With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>'Hold' and write a simple caption/ phrase/ sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to separate words with spaces without prompting</li> <li>With adult prompting, use full stops to demarcate simple sentences</li> <li>With adult prompting, use capital letters at the start of sentences</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others</li> <li>Begin to innovate when given some phonetically known word choices</li> </ul>	<ul style="list-style-type: none"> <li>Usually separates words with spaces without prompting</li> <li>Begin to use full stops to demarcate simple sentences without adult prompting</li> <li>Begin to use capital letters at the start of sentences without adult prompting</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Separate words with spaces of a roughly consistent size</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish.</li> </ul>	<ul style="list-style-type: none"> <li>Separate words with spaces of a roughly consistent size</li> <li>Independently use full stops to demarcate simple sentences</li> <li>Independently use capital letters at the start of sentences</li> </ul> <b>Using phonics they have been taught:</b> <ul style="list-style-type: none"> <li>Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur.</li> </ul>

<b>Composition</b>	<ul style="list-style-type: none"> <li>• Repeat sentences relating to a known text</li> <li>• Orally compose sentences relating to a known text</li> <li>• Begin to innovate sentences relating to a known text using given vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Orally sequence ideas and events in narrative</li> <li>• Orally innovate sentences relating to a known text using independently chosen vocabulary</li> <li>• Orally create sentences given rich vocabulary or phrases that children are familiar with</li> <li>• Orally create sentences using 'story teller language' eg. Once upon a time</li> </ul>		<ul style="list-style-type: none"> <li>• As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</li> <li>• Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils</li> <li>• Begin to orally join sentences using 'and'</li> </ul>	
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## Year 1

### KS1 (5-7 Years)

Spelling	Handwriting	VGP	Comp
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#### Year 1 Statutory and Non Statutory Guidance

Spelling	Handwriting
<p>Spell:</p> <ul style="list-style-type: none"><li>words containing each of the 40+ phonemes already taught</li><li>common exception words</li><li>the days of the week</li></ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"><li>naming the letters of the alphabet in order</li><li>using letter names to distinguish between alternative spellings of the same sound</li></ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"><li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>using the prefix un–</li><li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li></ul> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for</b></p>	<ul style="list-style-type: none"><li>sit correctly at a table, holding a pencil comfortably and correctly</li><li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>form capital letters</li><li>form digits 0-9</li><li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li></ul> <p><b>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</b></p>
	Composition
	<p>Write sentences by:</p> <ul style="list-style-type: none"><li>saying out loud what they are going to write about</li><li>composing a sentence orally before writing it</li><li>sequencing sentences to form short narratives</li><li>re-reading what they have written to check that it makes sense</li></ul> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>

spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.	At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear
<b>VGP</b>	
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using <i>and</i></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English Appendix 2</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the Glossary.</p>	

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives

<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> /
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

### Teaching the Year 1 English National Curriculum PoS

During Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.


Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.



LSP Year 1 KPIs

	Expected Standard	Depth
Composition	Compose a sentence orally before writing it.	Speak grammatically correct sentences.
	Sequence sentences to form short narratives.	
	Re-read what they have written to check it makes sense.	Make some simple corrections to their own writing.
	Read aloud their writing clearly enough to be heard by their peers and their teacher.	Read with expression.
Vocabulary, Grammar and Punctuation	Join words and clauses using 'and'.	Mostly controlled use of and to join independent clauses.
	Punctuate some sentences using a capital letter and full stop, question mark or exclamation mark.	Punctuate most sentences using a capital letter and full stop, question mark or exclamation mark.
	Some accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.	Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.
	Leave spaces between words.	
Handwriting	Most lower case letters formed in the correct direction.	
Transcription	Spell words containing each of the 40+ phonemes already taught.	Correctly use alternative sounds taught so far.
	Spell most Y1 common exception words.	
	Name letters of the alphabet in order.	Name letters starting from any point.
	Add suffixes using the spelling rule for s or es as the plural marker for nouns and verbs.	
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling many words accurately.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most words accurately.
	Use -ing, -ed, -er and -est suffixes where no change is needed in the spelling of root words.	Apply use of suffixes where no change is needed in the spelling of root words in writing.

## Year 1 Writing Progression

Range genre children will write by the end of the year:	<ul style="list-style-type: none"> <li>• Fiction: narratives, traditional tales, stories with repetitive patterns.</li> <li>• Non-fiction: recounts based on own experience</li> <li>• Poetry: poems on a theme, traditional rhymes.</li> </ul>						
	Key Learning	Autumn Term		Spring Term		Summer Term	
		Four (Revision plus Y1 NC requirements)	5a	5 a (Mastery plus Y1 NC requirements)	5b	5c	5c
Spelling	All validated SSPs will teach the requirements of the Year 1 National Curriculum for spelling.						
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y1 handwriting objectives.						
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>• Write simple sentences that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat a simple sentence modelled, e.g. spoken by an adult. Replicate in writing so that it can be read by themselves and others.</li> </ul>		<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</li> </ul>		<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Separate words with spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. <ul style="list-style-type: none"> <li>• Separate words with spaces.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Separate words with spaces of a roughly consistent size.</li> </ul>		<ul style="list-style-type: none"> <li>• Separate words with spaces of a roughly consistent size.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> </ul>	<ul style="list-style-type: none"> <li>• Use full stops to demarcate simple sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate simple sentences.</li> </ul>		<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate simple sentences in independent writing.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places and days of the week.</li> <li>• Use capital letter for the personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write from memory capital letters.</li> <li>• Use capital letter for the personal pronoun I.</li> </ul>		<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places and days of the week.</li> </ul>		<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identify and use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use question marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and use exclamation marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and use question marks and exclamation marks in independent writing.</li> </ul>	

	<ul style="list-style-type: none"> <li>Use the joining word and to link words and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.</li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word and to link clauses, e.g. <i>They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word and to link words and clauses in independent writing.</li> </ul>
	<ul style="list-style-type: none"> <li>Extend range of joining words to link words and clauses using but and or.</li> </ul>		<ul style="list-style-type: none"> <li>Use the joining word but to link words eg. <i>I have two sisters but no brothers.</i> and clauses eg. <i>Cinderella wanted to go to the ball but she didn't have a dress.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word or to link words eg. <i>I could sleep in the tent or the caravan.</i> and clauses eg. <i>The Little Robot could stay in the forest or he could ride on the train.</i></li> </ul>

	• Key Learning	• Term 1	• Term 2	• Term 3
Composition: Planning	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas and events in narrative.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i></li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</li> <li>Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each</li> <li>child can speak their sentence.</li> </ul>
Composition: Drafting and Writing	<ul style="list-style-type: none"> <li>Sequence ideas and events in non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing, including compound sentences using the joining word 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Independently re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</li> </ul>

Composition: Evaluating and Editing	<ul style="list-style-type: none"> <li>• Compose and sequence their own sentences to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose and sequence their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose and write sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.</li> </ul>
	<ul style="list-style-type: none"> <li>• Compose and sequence their own sentences to write short non-fiction recounts</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose and sequence their own non-fiction sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose and sequence their own sentences to write short non-fiction recounts</li> </ul>	<ul style="list-style-type: none"> <li>• Orally compose simple sentences to write short non-fiction recounts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their writing with adults, saying what they like about it, <i>e.g. my favourite word is...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their writing with adults and peers, <i>e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss their writing with adults and peers, giving an opinion, <i>e.g. I like my story because...</i></li> </ul>
Composition: Performing	<ul style="list-style-type: none"> <li>• Read aloud their writing audibly to adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Read their writing to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Read their writing audibly to a small group.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing audibly to adults and peers, <i>e.g. larger group or whole class.</i></li> </ul>

Year 1 ARE Writing Exemplification

Year 1—Pupil A

Description

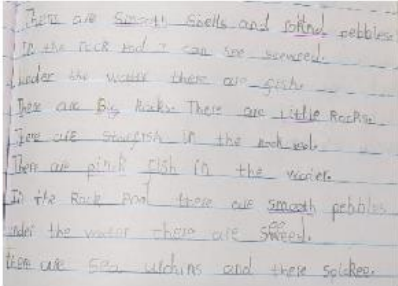
Pupils had been using the text ‘One World’ as a stimulus for their writing. Pupils were asked to describe what they might see in a rock pool. Pupil A had discussed ideas as part of whole-class work before writing. The first sentence was modelled by the teacher. The next four sentences were dictated by the teacher.

There are smooth shells and round pebbles. In the rock pool I can see seaweed. under the water there are fish. There are Big Rocks. There are Little Rocks. There are starfish in the Rock pool. There are pinck fish in the water. In the Rock pool there are smooth pebbles under the water there are seeeed. there are sea urchins and there spicke.

Pupil A has demonstrated that they are able to write from memory simple sentences dictated by the teacher. They spell many of the words in this piece accurately. (C)

All lower case letters are formed in the correct direction.

Spacing between words is secure and consistent. (GP)



The use of capital letters and full stops is mainly consistent throughout the piece. (GP)

Spelling is phonetically plausible. (T)

Year 1 common exception words included in the piece are spelt correctly. (T)

Year 1—Pupil A

Recount

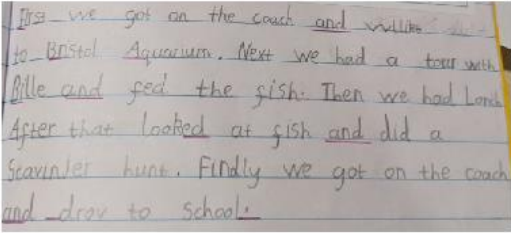
Pupils were asked to write a recount of their trip to Bristol Aquarium. Pupil A had discussed the ideas as part of whole-class work before writing. The class were given the vocabulary: ‘First’ ‘Next’ ‘Then’ ‘After that’.

First we got on the coach and wllikt to Bristol Aquarium. Next we had a tour with Bille and fed the fish. Then we had Lonch After that looked at fish and did a scavinjer hunt. Findly we got on the coach and drov to school.

Pupil A has been able to successfully write a short, coherent recount of their trip. They have orally composed their sentences before writing them down. (C)

Most sentences have been punctuated with a capital letter and a full stop. (GP)

Words are mainly phonetically plausible however, there are occasions where the pupil has not correctly identified all the sounds in the word, as in wllikt and findly. (T)



There are several examples where ‘and’ has been used to join clauses. (GP)

There is accurate use of capital letters for the place name ‘Bristol Aquarium’. (GP)

Common exception words used within the piece are spelt correctly i.e. we, looked. (T)

Lower case letters are formed in the correct direction.

There is secure use of spaces between words. (GP)



## Narrative

Pupils were asked to write a re-tell of the story 'Oliver's Vegetables'. Pupil A had discussed the ideas as part of whole-class work before writing. The class were given the vocabulary: Grandpa, potatoes, spinach, rhubarb. The first sentence was modelled by the teacher.

Pupil A has been able to successfully write a coherent re-tell of a familiar story. They have orally composed their sentences before writing them down. (C)

Words are mainly phonetically plausible however, there are occasions where the pupil has not correctly identified all the sounds in the word, as in 'wnound' or has mis-identified the sounds in the words as in 'reree'. (T)

Evidence that work has been re-read and some simple corrections have been made. (C)

There is accurate use of capital letters for names and the days of the week in the majority of the piece. (GP)

Most common exception words are spelt correctly. (T)

Use of 's' as a plural marker for a noun. (T)

Some sentences have been punctuated with a capital letter and a full stop. However, this is inconsistent. (GP)

I don't eat vegetables. Oliver told Grandpa I only eat chips if you want chips. ~~Said~~ Grandpa you must find potatoes. is it a barging? On Monday Oliver wround uround the garden. But Oliver cudint see enee potatoes just the fing for a Monday Lunch on Tuesday Oliver looked for a long time. Oliver found Spinach. They had spinach for Lonch. That was good. On wednesday Oliver woc up erlee Oliver found rhubarb that nit they had rhubarb pie what was reree good. On Thursday it rained when it finisht.

Lower case letters are formed in the correct direction.

There is secure use of spaces between words. (GP)

## Year 2

### KS1 (5-7 years)

Spelling	Handwriting	VGP	Comp
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Spelling	Handwriting		
<p>Spell by:</p> <ul style="list-style-type: none"><li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li><li>learning to spell common exception words</li><li>learning to spell more words with contracted forms</li><li>learning the possessive apostrophe (singular) [for example, the girl’s book]</li><li>distinguishing between homophones and near-homophones</li></ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p><b>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also</b></p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p><b>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</b></p> <tr><th>Composition</th></tr> <tr><td><p>Develop positive attitudes towards and stamina for writing by:</p><ul style="list-style-type: none"><li>writing narratives about personal experiences and those of others (real and fictional)</li><li>writing about real events</li><li>writing poetry</li><li>writing for different purposes</li></ul><p>Consider what they are going to write before beginning by:</p><ul style="list-style-type: none"><li>planning or saying out loud what they are going to write about</li><li>writing down ideas and/or key words, including new vocabulary</li><li>encapsulating what they want to say, sentence by sentence</li></ul><p>Make simple additions, revisions and corrections to their own writing by:</p><ul style="list-style-type: none"><li>evaluating their writing with the teacher and other pupils</li><li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li></ul><p>Read aloud what they have written with appropriate intonation to make the meaning clear</p><p><b>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and</b></p></td></tr>	Composition	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"><li>writing narratives about personal experiences and those of others (real and fictional)</li><li>writing about real events</li><li>writing poetry</li><li>writing for different purposes</li></ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"><li>planning or saying out loud what they are going to write about</li><li>writing down ideas and/or key words, including new vocabulary</li><li>encapsulating what they want to say, sentence by sentence</li></ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"><li>evaluating their writing with the teacher and other pupils</li><li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li></ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. 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draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.	order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.
<b>VGP</b>	
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn</p>	

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">46</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>–er</i>, <i>–est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>
Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>

<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

## Teaching the Year 2 English National Curriculum PoS

By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

## Year 2 TAF

### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form 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.


### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.



## Year 2 Writing Progression

<b>Range of writing genre:</b>	<ul style="list-style-type: none"> <li>• Fiction: traditional tales, stories with familiar settings, stories based on models from reading.</li> <li>• Non-fiction: recounts, letters, non-chronological reports</li> <li>• Poetry: classic poems, poems on a theme, poems with a structure.</li> </ul>						
	<b>Key Learning</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
		<b>5a (spelling recap)</b> <b>5b Mastery</b>	<b>5c Mastery</b>				
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y2 Spelling objectives.						
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y2 handwriting objectives.						
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</li> </ul>	<ul style="list-style-type: none"> <li>• Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination).</li> </ul>		<ul style="list-style-type: none"> <li>• Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination).</li> </ul>		<ul style="list-style-type: none"> <li>• Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, command, exclamation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: questions and exclamations.</li> </ul>		<ul style="list-style-type: none"> <li>• Use sentences with different forms: statements and commands.</li> </ul>		<ul style="list-style-type: none"> <li>• Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Secure the use of full stops, capital letters, exclamation marks and question marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure the use of full stops, capital letters, exclamation marks and question marks.</li> </ul>		<ul style="list-style-type: none"> <li>• With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> </ul>			<ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use apostrophes for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i></li> <li>• Use apostrophes for singular possession in nouns, <i>e.g. the girl's name.</i></li> </ul>			<ul style="list-style-type: none"> <li>• Use apostrophes for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Use apostrophes for singular possession in nouns, <i>e.g. the girl's name.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> <i>e.g. We went out to play when we had finished our writing. When we had</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination for time using <i>when</i> <i>e.g. We went out to play when we had finished our writing. When we</i></li> </ul>					

	<p><i>finished our writing, we went out to play.</i></p>	<p><i>had finished our writing, we went out to play</i></p> <p>Use subordination for time using before and after <i>e.g. We ate our picnic</i></p> <ul style="list-style-type: none"> <li>Use subordination for time using when, before and after <i>e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>Use subordination for reason using because and if <i>e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> </ul>		<ul style="list-style-type: none"> <li>Use subordination for reason using because <i>e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.</i></li> <li>Use subordination for reason using if <i>e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i></li> </ul> <p>Use subordination for reason using because and if <i>e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i></p>	
Vocabulary, Grammar and Punctuation Contd.	<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i></li> </ul>			<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in oral sentences using starter prompts, <i>e.g. I hope that ...; My teacher told me that...; He said that...</i></li> <li>Use the subordinating conjunction that in sentences and use in narrative writing, <i>e.g. Dougal said that he would love to stay.</i></li> </ul>

				<ul style="list-style-type: none"> <li>Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</li> </ul>
	<ul style="list-style-type: none"> <li>Select, generate and effectively use verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, understand and select verbs to complete sentences.</li> <li>Generate, select, and effectively use verbs.</li> <li>Independently, edit and improve own writing by strengthening the use of verbs.</li> </ul>		
	<ul style="list-style-type: none"> <li>Use present and past tense correctly and consistently.</li> <li>Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and begin to use past tense accurately and consistently</li> <li>Identify and begin to use present tense accurately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, e.g. <i>She is watching television. I am reading my favourite book.</i></li> <li>Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, e.g. <i>He was singing at the top of his voice. They were flying through space.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress</li> </ul>
	<ul style="list-style-type: none"> <li>Select, generate and effectively use nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, understand and select nouns to complete sentences.</li> <li>Generate, select and effectively use nouns.</li> <li>Independently, edit and improve own writing by strengthening the use of nouns.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
	<ul style="list-style-type: none"> <li>Select, generate and effectively use adjectives</li> </ul>		<ul style="list-style-type: none"> <li>Generate, select and effectively use adjectives.</li> <li>Edit and improve own writing by strengthening the use of adjectives to</li> </ul>	<ul style="list-style-type: none"> <li>Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i></li> </ul>

			create simple noun phrases, <i>e.g. the ferocious green dragon.</i>	
	<ul style="list-style-type: none"> <li>• Select, generate and effectively use adverbs.</li> </ul>			<ul style="list-style-type: none"> <li>• Identify, understand and select adverbs to complete sentences.</li> <li>• Independently, edit and improve own writing by strengthening the use of adverbs.</li> </ul>
Composition: Planning	<ul style="list-style-type: none"> <li>• Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, extending vocabulary and ideas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i></li> </ul>

	Key Learning	Autumn Term	Spring Term	Summer Term
Composition: Drafting and Writing	<ul style="list-style-type: none"> <li>• Orally rehearse each sentence prior to writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally rehearse each sentence prior to writing including simple and compound sentences using the joining words 'and' and 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>• Orally rehearse every sentence before writing, including compound sentences using the joining words 'and', 'but' and 'or'.and those which have been extended.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on sentence structures from known texts, orally rehearse every sentence before writing, <i>e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</i></li> </ul>
Composition: Evaluating and Editing	<ul style="list-style-type: none"> <li>• Edit and improve own writing in relation to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Edit and improve own writing with specific guidance from the teacher, <i>e.g. Can you add the question marks to the sentences where they are needed?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Edit and improve own writing with some signposting from the teacher or using success criteria <i>e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Edit and improve own writing in relation to audience and purpose.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Proofread to check for errors in spelling, grammar and punctuation.</b></li> <li>• <b>Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in taught spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. <i>spotting and changing he walking to the shop to he walked to the shop.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, e.g. <i>spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.</i></li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>• <b>Read aloud their writing with intonation to make the meaning clear.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, e.g. <i>pausing at full stops, question marks and exclamation marks.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing with intonation taking note of punctuation to make the meaning clear e.g. <i>pausing at commas which separate items in a list.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark.</i></li> </ul>

### Year 3

#### Lower KS2 (7-9 years)

<b>Spelling</b>	<b>Handwriting</b>	<b>VGP</b>	<b>Comp</b>
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### Years 3 and 4 Statutory and Non Statutory Guidance

<b>Spelling</b>	<b>Composition</b>
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p><b>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>

<p>to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>	<ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>
<p><b>Handwriting</b></p>	<p><b>VGP</b></p>
<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super–, anti–, auto–</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>

## Teaching the Year 3 and 4 POS

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.



## Year 3 LSP KPIs

	Expected Standard	Depth
Composition	Organise paragraphs around a theme.	Writing shows cohesion within each paragraph.
	In non-fiction, use simple organisational devices (e.g. sub-headings).	
	In narratives create settings, characters and plot.	Settings and character are described in increasing detail.
	Composes sentences, using a rich and varied vocabulary.	
	Proof-reads for spelling errors identified by the teacher.	Independently proof-reads for spelling errors.
	Proof-reads for punctuation errors (CL . ? ! "" , in a list ' for contractions) when identified by the teacher.	Independently, proof reads for punctuation errors (CL . ? ! "" , in a list ' for contractions).
Vocabulary, grammar and punctuation	Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if, that, because, so, that, since, during)	
	Chooses an appropriate pronoun or noun within sentences.	Can choose either a noun or pronoun to add impact to writing.
	Use possessive apostrophe mostly accurately with singular nouns.	
	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play in contrast to He went out to play.	
	Some use of inverted commas to punctuate direct speech.	Punctuates some direct speech accurately (e.g. ? !).
	Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly effectively.	Uses taught punctuation to add effect to writing.
Handwriting	Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined.	
Transcription	Spell many of the words from the Y3/4 spelling list accurately.	
	Apply knowledge of spelling rules and patterns taught in Year 3	

## Year 3 Writing Progression

<b>Range of Writing:</b>	<ul style="list-style-type: none"> <li>• Fiction: fables, folk tales, mystery, adventure, fantasy.</li> <li>• Non-fiction: diaries, non-chronological reports, explanations, recounts (biographies)</li> <li>• Poetry: classic poems, shape poems, calligrams, poems on a theme.</li> </ul>			
	<b>Key Learning</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Spelling</b>	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y3 Spelling objectives.			
<b>Handwriting</b>	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y3 handwriting objectives.			
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Identify clauses in sentences.</li> <li>• Identify clauses in sentences.</li> <li>• Explore and identify main and subordinate clauses in complex sentences.</li> <li>• Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>clauses</b> in sentences.</li> <li>• Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, while, before, after.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>if, although, so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>while, since.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, understand and select <b>prepositions</b> to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, understand and select <b>adverbs</b> to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify speech within a passage of text, e.g. <i>highlight the words spoken</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<p>by a character and the <b><i>inverted commas (speech marks)</i></b>.</p> <ul style="list-style-type: none"> <li>Identify and use <b>inverted commas (speech marks)</b>, to punctuate <b>direct speech</b> e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i></li> </ul> <p>Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b> in independent writing.</p>	
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	Key Learning	Autumn Term	Spring Term	Summer Term
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Identify, understand and select the perfect form of <b>verbs</b> to complete sentences e.g. <i>We <u>have researched</u> healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past).</li> <li>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action</li> <li>e.g. Barney said, <i>"I don't know where Stig <u>has gone</u>."</i> (present perfect) instead of Barney said, <i>"I don't know where Stig <u>went</u>."</i> (simple past).</li> </ul>
	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns e.g. <i>third person in narratives (she, her, he, his, him, they, them, their, theirs, it, its).</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours).</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i></li> </ul>
	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>• Use possessive apostrophe correctly</li> </ul>			<ul style="list-style-type: none"> <li>• Correctly use possessive apostrophes with singular nouns.</li> </ul>
	<b>Key Learning</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>.</li> </ul>



	Key Learning	Autumn Term	Spring Term	Summer Term
Composition Drafting and Writing	<ul style="list-style-type: none"> <li>• Create and develop settings for narrative.</li> <li>• Create and develop characters for narrative.</li> <li>• Improvise, create and write dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Improvise, create and write dialogue using <b>inverted commas (speech marks)</b>, synonyms for 'said' and, where appropriate, <b>adverbs</b> e.g. <i>"Get out of here!" shouted Bob angrily.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses.</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>• During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> </ul>
	<ul style="list-style-type: none"> <li>• Group related material into paragraphs.</li> <li>• Use headings and sub headings to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>• Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group related material into paragraphs, e.g. <i>write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group related material into paragraphs, identifying suitable headings, e.g. <i>write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.</i></li> </ul>
Composition: Evaluating and Editing	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in taught spelling, grammar and punctuation in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>independently using a dictionary to check spellings.</i></li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Discuss and propose changes with partners and in small groups.</li> <li>• Improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss own writing with the teacher and make some improvements the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and propose changes with partners and improve writing in the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>using adverbs to inform how something is said.</i></li> </ul>

## Year 3 ARE Exemplification

This biography is written appropriately for its audience (informing the audience about Howard Carter's life). It demonstrates many features of non-fiction writing. Concise sentences are used as well as appropriate technical vocabulary.

Information is organised by theme into appropriate paragraphs.

The pupil writes with formality appropriate to this type of non-fiction writing and builds cohesion well at an age appropriate level using pronouns, conjunctions and adverbials. (C)

Correct use of fronted subordination to build cohesion. The fronted subordination is not always demarcated with a comma but this is not yet the expectation. (GP)

Spelling rules from previous years have been used correctly e.g. adding suffixes (changed, wanted) with occasional errors (seald).

Spelling is mostly accurate with a few errors in more unfamiliar words. (artised)

Throughout the biography, punctuation is broadly accurate, including capital letters for proper nouns. Possessive apostrophes are used correctly. Commas are not yet consistently used to demarcate fronted subordinate clauses but this pupil demonstrates a good understanding of how to manipulate clause structure. (T)

Children wrote a biography of Howard Carter based on the text 'The Story of Tutankhamun' by Patricia Cleveland-Peck. In the build up to this piece of writing, children made inferences about Carter's personality and practised some sentence-level work using conjunctions and possessive apostrophes about the book. They then completed a diary entry in role as Carter where they demonstrated their understanding of how to use adverbs, possessive apostrophes and expanded noun phrases.

Howard Carter was born on the 9<sup>th</sup> of May 1874 in London. He was very stubborn— as a child. He had 10 siblings and he had poor health. So Because Carter had poor health he was taught by his aunts but his dad taught him to draw at a very young age. Then which made him come a very talented artised.

After Carter moved to Egypt at the age of 17, He enjoyed being a tracer, drawing and painting tombs. He became a chief inspector for excavations in the Vallys of the Kkings. Also Howard Carter worked with Davis who did not get on at all! But Carter got enough a job in Memphis. He was so happy and grumpy but at the same time. Carter also argued with a French tourist and resigned. He sadly sold his paintings and artifacts to make money.

Carter's When his life changed because he was a talented artist. He met a person called Lord Carnarvon who was into Egypt. So they went to find it together.

Finally they spotted it in front of my eyes. They saw King Tut's tomb. After 10 years of searching they found it. But then he and Lord Carnarvon found a seald door. At first he thought it had been robbed by somebody!

Howard Carter Later Howard Carter discovered wonderful things. There was shiny golden chariots, thrones and wepons in the antechamber. After a while, there was gold shine everywhere, stone scarphole coffins in the burial chamber. Finally, last but not least, there was the mummy's death mask.

Use of pronouns to build cohesion. There is clarity around who this pronoun refers to. (GP)

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This non-chronological report is written with appropriate formality, which is maintained throughout. The pupil uses technical, subject-specific vocabulary appropriately. Verb tense is maintained throughout the piece. Information is organised into themed paragraphs. Cohesion is built throughout the piece using conjunctions and pronouns. (C)

**The Ancient Egyptians is a history unit for Year 3. To summarise all of their learning, children were tasked with writing a non-chronological report. This meant they had information to organise into paragraphs with appropriate sub headings. Children were shown a WAGOLL non-chronological report to highlight the key features.**

### Food

Many pictures and carvings have shown us what they ate. Thanks to the annual flood Egyptians would have an area where they could harvest their food and make lots of different types of bread. Mostly poor people would have bread and onions. Depending on the class the rich would have meat, eggs, figs and grapes.

Commas correctly used for a list. (GP)

### Houses

Ancient Egyptian houses were built of mudbricks which were made by dirty mud, water and papyrus together. They were left to dry and harden in the sun. They had small windows because it kept the houses ventilated. There was a massive difference between rich houses and poor houses the poor had small houses but the rich had a massive bit of land with beautiful, big pools and slaves.

### Clothes

In Ancient Egypt linen was the most common textile. Men wore knee length kilts and women wore ankle length dresses. It helped Egyptians because it was comfortable in the boiling heat. White was useful because white reflects the sun to keep cool.

Prepositions, adverbs and conjunctions are used to build cohesion. This pupil uses both subordinating and co-ordinating conjunctions to extend sentences. (GP)

### Entertainment

Egyptians had board games like we do but they were different in a way. One of the most famous Egyptian games was called senet. Many Egyptian pharaohs put board games in a tomb when they died so in the afterlife they didn't get bored.

Correct use of apostrophe for contraction. (GP)

### Writing

The Ancient Egyptians invented one of the earliest known writing systems made. They used symbols called hieroglyphs which in Greek word means sacred carvings. This is because Egyptians thought it was ~~riten~~ written by the gods. Surprisingly some pharaohs could write but not many.

Correct use of apostrophe for possession. (GP)

### Society

Egyptian society was structured like a pyramid and at the very top of the pyramid is the pharaoh, Egypt's supreme leader. Next were several classes and the lower down the more people and the lower the class.

Spelling rules from previous year groups are applied correctly e.g. adding suffixes (useful, beautiful, earliest, structured).

Words from the year 3/4 spelling list are mostly spelt correctly but sometimes inconsistently (different/ difference).

Throughout the report, punctuation is broadly accurate, including capital letters for proper nouns. Commas are used accurately for lists and possessive apostrophes are used accurately. (T)



This 'short burst' piece of writing is written consistently in third person, in keeping with the story used as a stimulus. It 'sets the scene' for a narrative opening.

The pupil uses prepositional phrases to help the reader to visualise the setting.

This pupil uses senses and varied vocabulary to add interest and detail.

Cohesion is built through the use of prepositional phrases and adverbs. Paragraphs are used to organise ideas around a theme.

Vocabulary is carefully selected to create effective expanded noun phrases.

(C)

Prepositions, adverbs and conjunctions are used to build cohesion. This pupil uses both subordinating and co-ordinating conjunctions to extend sentences. (GP)

Year 3/4 spelling rules are applied, including -ly added to an adjective to form an adverb (slowly). The -ing suffix is used correctly throughout (bustling, shimmering, crashing). Occasional errors are made with previously learnt phonemes in less familiar words (speaches). This pupil self-corrected a homophone error (see- sea). (T)

The text *Escape from Pompeii* is used as a stimulus for writing. Children planned ideas for their setting description using senses and collected appropriate vocabulary to describe the setting from their vocabulary lessons. Teachers modelled improving a basic setting description by using adjectives and adverbs to describe and add detail.

#### Escape from Pompeii setting description

In Pompeii there were old, bustling streets and imposing houses. In the distance a mountain called mount Vesuvius had great big rugged mountains near it. On the houses there were little cracks on the walls. There was a beautiful, shimmering hot sun in the sky. Slowly, the smell in the air floated towards my nose and it smelt like fresh new bread.

In the old harbour fishermen were busy working. The small of stagnant fish was on the nets as the fishermen caught them. They put them in pots with scratches and marks on. Waves crashing in the astonishing blue ocean were making noisy sounds. In the distance there were boats floating on the choppy see-sea.

In the middle of the town loud crowds and politicians were making their speeches and poets were saying poems. Powerful wind was blowing in my face.

Commas correctly to list adjectives. These are sometimes omitted e.g. great big rugged mountains or astonishing blue ocean. (GP)

This 'short burst' piece of writing is written consistently in third person.

Sentences are accurately composed, with a variety of sentence types used.

The pupil develops the plot and uses speech throughout to develop the plot further.

The narrative is paragraphed accurately to show a change in time.

(C)

Correct use of conjunctions and adverbs to express time and cause within a sentence. Commas are not yet used for fronted subordination but this isn't yet an expectation. (GP)

This piece of writing is based on 'The Scarab's Secret' by Nick Would. Children wrote a short setting description to practise using adverbs and expanded noun phrases before this piece of writing. This piece was an opportunity to revisit use of speech punctuation, which children had practised earlier in the year.

The Prince suddenly stopped, eyed each man in turn and asked "Are you sure we are going through the right passage." But the men replied "Of course I'm deffently sure it is the right way." While Pharaoh and his slaves were in the torchlight the handsome Prince sore-spotted me. He picked me up and said "We must meet again Kepri." Nervously, the soldiers were scared of what the great Pharaoh was going to say but all the Prince said was "Let us place the beetle at the ways. Whichever he chooses I will follow."

When he put me down I slowly but surely, led the way. The Prince folled me the right way. But the silly men just shouted "Ah run away!" The young Pharaoh laughed and giggled. He said "Don't worry the guards are going to be waiting outside." Then we went outside and the Pharaoh said to me quietly "Thank you. You saved my life."

The pupil correctly demarcates all speech with the correct use of inverted commas. All speech begins correctly with a capital letter, which is not yet an expectation. Some speech is correctly punctuated at the end but other examples show end punctuation being used incorrectly outside of the inverted commas. (GP)

Year 3/4 spelling rules are applied, The /n/ sound spelt ou (young).

The suffix -ous and the suffix -ly (nervously, slowly, surely).

Words from the year 3/4 spelling list are mostly spelt correctly (guard). Occasional errors are made and some of these errors are made with previously learnt rules such as adding -ed suffix (eyeed).

This 'short burst' piece of writing is written consistently in third person, in keeping with the story used as a stimulus. The pupil uses prepositional phrases to help the reader to visualise the setting.

This pupil uses senses to add interest and detail.

Cohesion is built through the use of prepositional phrases and adverbs. Paragraphs are used to organise ideas around a theme.

Vocabulary is carefully selected to create effective expanded noun phrases.

Prepositions of place are used to build a picture of the character in the reader's head. (GP)

The Pied Piper had a large, bright, red hat on top of his head. He has a cherry red scarf with orange dots on his neck. The man's face was seirios underneath his hat. His vibrant clothes that had patterns on were around his body. The brave man had a long, lanky body that was under his vibrant clothes. The amasing man had a silver, sparkling flute shining in the sunlight near his arms. On his feet he had shiny, black shoes.

Correct use of comma for listing adjectives. (GP)

Use of pronouns to build cohesion and avoid repetition. (GP)

The Prince suddenly stopped, eyed each man in turn and asked "Are you sure we are going through the right passage?" But the men replied "Of course I'm perfectly sure it is the right way." His grand P, Pharaoh and his slaves were in the torchlight the prince ~~was~~ spotted me. He picked me up and said "We must meet again - Kperi. ~~Norah~~ the soldiers were scared of what the great Pharaoh was going to say but all the prince said was "let us place the beetle at the ways. Whichever he he chooses I will follow."

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## Year 4 National Curriculum

Spelling	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>
Handwriting	VGP
<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught,</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials &amp; learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> </ul>

<p>with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<ul style="list-style-type: none"><li>• using and punctuating direct speech</li></ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>
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Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> 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> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## Teaching the Year 3 and 4 POS

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see [English Appendix 1](#)). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.



Year 4 LSP KPIs

	Expected Standard	Depth
Composition	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	
	Uses rich and varied vocabulary including use of figurative language.	Uses language and vocabulary choices with control to create impact and viewpoint.
	Composing sentences using a range of sentences structures: simple, compound, complex.	Sentence structures are chosen for effect.
	Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions.	Varies the position of the subordinate clause for effect and variety.
	Paragraphs organised around a theme, in most writing.	Use fronted adverbials to develop cohesion between paragraphs.
	Independently proof-reads for punctuation errors (CL . ? ! "" , in a list ' for contractions, punctuation for direct speech).	To edit and change vocabulary and punctuation for effect and variety.
	Independently proof-reads for spelling errors.	
Vocabulary, grammar and punctuation.	Punctuate direct speech accurately (including punctuation within and surrounding inverted commas).	Uses a variety of reporting clauses to add detail and interest.
	In narrative, used direct speech to convey character.	In narrative can combine speech and actions to convey character.
	Use fronted adverbials to show where, when and how with comma mostly accurate.	
	Use possessive apostrophe mostly accurately with plural nouns.	
	Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition.	
Handwriting	Most handwriting is legible and joined.	
Transcription	Spells most of the words from the Year 3/ 4 spelling list accurately.	
	Apply knowledge of spelling rules and patterns taught in Year 4.	

## Year 4 Writing Progression

	<ul style="list-style-type: none"> <li>• Fiction: fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</li> <li>• Non-fiction: newspapers, information texts, explanations</li> <li>• Poetry: classic poems, kennings, haiku, cinquain, poems on a theme.</li> </ul>			
	Key Learning	Autumn Term	Spring Term	Summer Term
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y4 Spelling objectives.			
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y4 handwriting objectives.			
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters <i>e.g. Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>• Use commas to mark clauses in complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use sentences with an adverb starter <i>e.g. Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter.</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences with adverb starters <i>e.g. Silently trudging through the snow, Sam made his way up the mountain.</i> Use a comma to separate the clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use complex sentences with adverb starters in own writing, <i>e.g. Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when <i>e.g. As the clock struck twelve, the soldiers sprang into action.</i></li> <li>• Create sentences with fronted adverbials for where <i>e.g. In the distance, a lone wolf howled.</i> Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when <i>e.g. As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for where <i>e.g. In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</li> <li>• Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Create sentences with fronted adverbials for when and where <i>e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech <i>e.g. The tour guide announced, "Be back here at four o' clock."</i></li> </ul>		<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech <i>e.g. The tour guide announced, "Be back here at four o' clock."</i></li> <li>• Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns <i>e.g. third person in narratives (she, her, he, his, him, they, them, their, theirs, it, its).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns <i>e.g. second person in persuasion (you, your, yours).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify, select and effectively use pronouns <i>e.g. first person for diaries, and first person narratives and recounts</i></li> </ul>



				(I, me, my, mine, we, us our, ours).
	<ul style="list-style-type: none"> <li>Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i></li> <li>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and use Standard English verb inflections in writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>Use possessive apostrophe correctly</li> </ul>			<ul style="list-style-type: none"> <li>Correctly use possessive apostrophes with plural nouns.</li> </ul>
Composition: Planning	<ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary.</i></li> </ul>	Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary.</i>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience of the writing. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary.</i></li> </ul>
Composition: Drafting and Writing	<ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense</li> </ul>	<ul style="list-style-type: none"> <li>Develop characterisation using action, dialogue and description.</li> </ul>	<ul style="list-style-type: none"> <li>Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write an opening paragraph which combines setting and character/s.</li> </ul>
	<ul style="list-style-type: none"> <li>Use different sentence structures (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>Improve a passage prepared by the teacher (e.g. <i>one written using simple and compound sentences only</i>) with a focus on different sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> </ul>

Composition: Evaluating and Editing	<ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in fiction and nonfiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when <i>e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.</li> <li>• Link ideas across paragraphs using fronted adverbials for where <i>e.g. Back at the bakery,...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were'.</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>• Improve writing in light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class, <i>e.g. pausing at commas which follow adverbs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences, <i>e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, <i>e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i></li> </ul>

## Year 4 ARE Exemplification

This diary entry is written effectively using appropriate formality and the pupil writes effectively in role, thinking about a character's emotions.

Past tense is maintained consistently throughout the piece.

Cohesion is mostly built effectively using a variety of sentence types, with a variety of fronted adverbials and fronted subordination used.

The pupil has organised ideas within paragraphs appropriately, demonstrating a shift in time.

(C)

Fronted adverbials are used to build cohesion and are punctuated accurately. (GP)

The pupil uses rich, varied vocabulary including figurative language.

Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases

(C)

**Children wrote a diary entry in role based on the text Matchbox Diary by Paul Fleischman. In the build up to this piece of writing, they planned vocabulary and figurative language carefully to help them to describe. They also practised drafting a variety of sentence types including adverbials and conjunctions.**

Dear Diary,

A few weeks ago, we boarded the huge ship that towed over me. As I first stepped onto the ship, a very tall man pushed past me with several grand ladies walking gracefully behind. After a few minutes, I made my way into the lower deck. All the beds were as dirty as a muddy pig and I could hear people being sea-sick as the ship began to move. I felt a pang of sadness that my family had paid all their money for this disgraceful place.

The next morning, I heard the waves roar like a lion. As I went outside, I saw men praying. I felt scared that was never a good sign. A couple of hours later, the wind howled like a wolf and the waves danced like a ballerina. The wind whipped our faces, we had to stay inside. All night the boat rocked side to side and I couldn't get to sleep. In the morning, I heard a rich lady scream I went onto the deck to see the biggest wave ever glaring down at us. Before I could move, the waves slapped me and I ran inside. After 3 days of stormy weather we could finally see New York in the distance. "Finally!" we all sighed.

Year 3/4 spelling rules are applied.

The suffix -ly is added to an adjective to form an adverb (gracefully, finally)

Spelling rules from previous years are correctly applied.

The suffixes -ment, -ness, -ful, -less and -ly e.g. sadness (T)

This non-chronological report is written effectively using appropriate formality. Technical vocabulary is used skilfully (passenger ship, operational, hull) and paragraphs are organised accurately around a theme.

Cohesion is successfully built through the use of subordination, fronted adverbials, pronouns and prepositional phrases. Past tense is used consistently throughout, with the exception of a couple of sentences in the middle of piece (e.g. On board, they are on the middle deck.)

(C)

**This is a non-chronological report about the Titanic. Children had previously read The Matchbox Diary and used this as a stimulus for their writing before learning more about the Titanic. Children planned the information they would include in each section.**

### The Titanic

When it set out on its maiden voyage in 1912, the Titanic was the largest and most luxurious passenger ship of its time. Although it was known as the unsinkable ship, it unfortunately never reached its destination.

### A long Construction

The Titanic was designed by The White Star Line Company and was built in Harland and Wolff docks (Belfast). It took \$7.5 million to complete the ship. Did you know it was built along its sister ship? While building the Titanic, there were 8 deaths and 20 horses were needed to transport the anchor. They made four funnels but only 3 were operational (The fourth was only for looks). Surprisingly, it was the largest ship ever built! Did you know it took 3000 men to build the Titanic in 2 years and two months?

### The Titanic Experience

The first class passengers could afford private cabins, sitting rooms, sports, extra, extra. People could get nice food, entertainment and would get the nicest things. The second class passengers could afford nice things but not as nice as the first class. On board, they are on the middle deck. Beneath the surface, rats and viruses live with the third deck, they barely have anything to do. It was a terrible time. Although, it was the nicest third class ship ever.

Fronted adverbials are used to build cohesion and are punctuated accurately. Prepositional phrases are used to vary sentence openers. (GP)

The pupil uses an extended range of sentences with more than one clause by using a wider range of subordinating conjunctions. (C)

In this second paragraph, there is accurate use of a range of punctuation. Question marks are used accurately for rhetorical questions and there is appropriate use of exclamation marks and brackets. There is an error where the pupil punctuates possessive 'its' with an apostrophe but this is mostly used correctly throughout the piece. (GP)

### The Crash

In the following days, 6 ice warnings came through but were all ignored because the Captain was sending passenger messages. Suddenly, the board shook. The crew went down the hull and they saw a huge hole with sea water pouring in. It had hit an iceberg! It was 11.30p, and lots of people were in bed so they took the 1<sup>st</sup> class woman and children first. As it was sinking, the vessel snapped in two! It took 2 hours and 40 minutes to sink and in that time people risked their lives to save other people. Sadly, most bodies are still unfound.

Use of pronouns to build cohesion. (GP)

Fronted adverbials are used to build cohesion and are punctuated accurately. (GP)

Year 3/4 spelling rules are applied accurately.

-ly suffix added to adjectives to create adverbs (unfortunately, surprisingly)

-tion suffix used correctly (construction, destruction)

Words with the /k/ sound spelt ch (Greek in origin) (anchor)

Words from the Y3/4 spelling list are spelt correctly e.g. minutes, although

There are occasional errors, for example with the homophone error where barely is used instead of barely. The proper noun Titanic is capitalised consistently with one exception. This child uses possessive its mostly accurately, with one error. The child mostly uses possessive 'its' correctly. (T)

### The Titanic

When it set out on its maiden voyage in 1912, the Titanic was the largest and most luxurious passenger ship of its ship time. Although it was known as the unsinkable ship, it unfortunately never reached its destination.

### A Long Construction

The Titanic was designed by The White Star Line Company and was built in Harland and Wolfe docks (Belfast). It took \$75 million to complete the ship. Did you know it was built along its sister ship? While building the Titanic there were 8 deaths and 20 inches horses were needed to transport the anchor. They made four funnels but only 3 were operational (The fourth was only for looks). Surprisingly, it was the largest ship ever built! Did you know it took 3000 men to build the Titanic in 2 years and two months.

The first class passengers could afford private cabins, sitting rooms, sports, extra, extra. People could get nice food, entertainment and would get the nicest things. The second class passengers could afford nice things but not as nice as the first class. On board, they are on the middle deck. Beneath the surface, rats and viruses live with the third deck, they barely have anything to do. It was a terrible time. Although, it was the nicest third class ship ever.

### The Crash

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It was 11:30pm and lots of people were in bed so they took the 1<sup>st</sup> class woman and children first. As it was sinking, the vessel snapped in two! It took 2 hours and 40 minutes to sink and in that time people risked their lives to save other people. ①



A range of features are used to add interest and to create an effective narrative tone.

Descriptive vocabulary is carefully selected and the pupil is beginning to use elements of 'showing not telling' to convey characters' thoughts and feelings.

The pupil writes consistently in past tense and first person.

As well as accurately punctuating speech and using a new line for a new speaker, the pupil is started to develop the narrative and advance the action using dialogue.

(C)

## Children wrote a narrative from the perspective of a child travelling on the Titanic. Children practised using different kinds of figurative language to describe the ship. They also revisited using accurate speech punctuation.

It was 10:00pm, and I was in a luxuriouse dinning room. My Mother agreed that I could stay up late so I could enjoy an orchestra. We sat at an imposing wooden table with 'food fit for royalty' Father said. After we'd danced like ballerinas, Mother said in a tired voice "Time to go to bed Milly darling."

"Okay, Mother," I replied politely. I gently got into my grand four-poster bed. As soon as my head touched the comftable pillow I drifted of into a deep slumber.

Suddenly, my bed jolted like a horse wakin waking me up and nearly throwing me out of my bed! I carefully tiptoed to the deere door, when I heard panicky voices outside.

"George we need to get out of here." That was Mother's voice.

"Darling it's only a little bump." That was Father's voice.

"The crew are worried," said Mother in an axiouse voice.

The next thing I new Mother had rushed into my room.

"Milly put on every dress and your favourite leopard pint print peti-coat, then follow me and do it quickly." She orderd shakily.

"Mother what's going on?" I asked ergently.

"There is something wrong with the ship and we have to get off imediately," she explained in a worried voise tone.

As I stepped onto the deck, the wind silo-slapped my face. People were screaming and crying like a lost child. Then mother said, "Darling, quick of here your fa Father's waiting for us." Father was standing near a large crane with a boat attached to it. I felt the ship moving down underneath my feet. It felt was a volcano waiting to erupt. Mother helped me into the boat and they lowed me down. We were sardines in a pack pack. As we splashed into the water I noticed Father had to stay behind I wonderd why. We started to paddle away as if we were fish in a pond. Mother got pared up with another child who's parents were still on the boat. She had a baby brother and the boatsman explained they were now ours. People were screaming still, and then the most horrible thing happened, the vessel snapped in two as if it were a breadstick! Soon the rescue boat came and we were taken back to our home land.

Speech punctuation is used accurately and to convey character, including implying characters' emotions and moving the action on.

(GP)

A range of sentence types are used. In this paragraph, there are examples of compound and complex sentences.

(C)

Year 3/4 spelling rules are applied and the pupil proof reads independently for spelling errors, which can be seen where errors are crossed out.

The /n/ sound spelt ou (touched),

words with the /k/ sound spelt ch—Greek in origin) (orchestra)

There are some homophone errors through the piece e.g. knew/new and who's/whose . (T)

It was 10:00pm, and I was in a luxuriouse dinning room. My Mother agreed that I could stay up late so I could enjoy an orchestra. We sat at an imposing wooden table with 'food fit for royalty' Father said. After we'd danced like ballerinas, Mother said in a tired voice "Time to go to bed Milly darling."

Suddenly, my bed jolted like a horse wakin waking me up and nearly throwing me out of my bed! I carefully tiptoed to the deere door, when I heard panicky voices outside. "George George we need to get out of here." That was mother's voice. "Darling it's only a little bump." That was a Father's voice. "The crew are worried," I said Mother in an axiouse voice.

The next thing I new Mother had rushed into my room.

"Milly put on every dress and your favourite leopard pint print peti-coat on, then follow me and do it quickly." She orderd shakily. "Mother what's going on?" I asked ergently. "There is something wrong with the ship and we have to get off imediately." she explained in a worried voise tone.

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Children used the picture book 'Journey' as a stimulus for their writing. They completed a series of 'short writes' where they imitated different parts of the story in the build up to writing their own innovated narrative.

This 'short burst' piece of writing allowed the pupil to practise applying skills which they would use in a longer narrative piece. The pupil builds cohesion using different sentence types. Fronted adverbials are used and punctuated accurately and vocabulary is chosen carefully.

(C)

### The Magical Land

Outside her house, the lonely girl sat thinking what to do. Quickly, she rushed up to her room, grabbed her red crayon and carefully drew a wide arch-way. Suddenly, the door transformed into a beautiful, carved door. She cautiously stepped through and was shoked to see... a magical forest lit with lanterns shimmering with light! As she wanderd through the forest, she came to see a meandering river stretching out into the distance.

*The Magical Land*  
Outside her house, the lonely girl sat thinking what to do. She Quickly, she rushed up to her room, grabbed her red crayon and carefully drew a wide arch-way. Suddenly, the door transformed into a beautiful, carved door. She cautiously stepped through and was shoked to see... a magical forest lit with crystal lanterns shimmering with light! As she wanderd through the forest, she came to a meandering river stretching out into the distance.

Rich and varied vocabulary is selected to create interesting expanded noun phrases. (C)

Fronted adverbials are used to build cohesion and they are accurately punctuated.

(GP)

Year 3/4 spelling rules are applied and the pupil proof reads independently for spelling errors, which can be seen where errors are crossed out.

The suffix -ly is added to an adjective to form an adverb (quickly, suddenly)

Spelling rules from previous years are correctly applied.

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (grabbed, stepped).

There are occasional errors (shoked, wanderd) but the pupil shows they have a good understanding of how to apply these spelling rules elsewhere in the piece. (T)

A range of narrative features are used and the pupil builds cohesion in a variety of ways.

Ideas are paragraphed and organised clearly and both sentences and paragraphs are linked using a variety of cohesive devices.

Use of appropriate pronouns avoids repetition and a variety of fronted adverbials and subordinating conjunctions are used to join ideas.

The pupil has independently proof-read and corrected some spelling errors as well as correcting use of first person to third to ensure consistency. (C)

Children innovated their own narrative based on the picture book 'Journey' by Aaron Becker. They had previously completed some writing based on the original story. They then chose which aspects of the story to change and planned their ideas.

Upstairs, a young girl- Milly- hopefully opened the door of her sisters room. Slowly, she peeked round to see if she was there. Sadly, nothing was there but her notebook. Milly ran upstairs with tears in her eyes and fell onto her bed crying. Out of the corner of her eyes, she had spotted a crayon, a bright blue crayon. Cautiously, she drew a round archway. Suddenly, a round handle appeared and she carefully opened the door...

A roar of sound washed over her. Icy mountains with high peaks loomed over her, snow hills with small bunnys surrounded her. In the distance, she could see a huge ice palace. She could see men in huge jackets with colossal nets roaming around the area. Quickly, something with purple spots spotted zoomed past me. A snow leopard cub. Out of breath, the cub slowed down, and swoop the net collided with the cub. Seconds later, the cub was taken away into the trees. Instantly, I drew a blue boat and sailed down the river which led to the castle.

When Milly arrived at the castle it was as beautiful as a model with a purple snowflake at the top. All of a sudden, she heard squealing noises in one of the cells. The snow leopard cub! She had to somehow get her out. Milly had an idea. She crept through the doors, towered doors and wrestled the guards, took one of their keys and opened the cell door. Carefully, she walked up to the petrified animal but before she could say anything she had been lifted onto her back. Her luxurious, soft fur had calmed her down a bit. Like lightning, they bolted out of the castle.

The pupil uses rich, varied vocabulary including figurative language.

Noun phrases are expanded by the addition of modifying adjectives, nouns and prepositional phrases.

(C)

Fronted adverbials have been used to show where, when and how with correct use of a comma. (GP)

Year 3/4 spelling rules are applied.

The /n/ sound spelt ou (young)

Homophones and near-homophones (lightning, breath)

Words from the Y3/4 spelling list are spelt correctly e.g. breath guard

There are occasional errors (opened, bunnys, witch) but the pupil generally shows good application of previously taught spelling rules.

Some errors in spelling have been self-corrected (peeks, there, spots). (T)

## Year 5

### Upper KS2 (9-11 years)

Spelling	Handwriting	VGP	Comp
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### Year 5 and 6 Statutory and Non Statutory Guidance

Spelling	Composition
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p><b>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear</b></p>
Handwriting	VGP



<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul> <p><b>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</b></p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p><b>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</b></p>
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Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>–ate; –ise; –ify</i> ] <b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> 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, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

## Teaching the Year 5 and 6 PoS

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Year 5 LSP KPIs

	Expected Standard	Depth
Composition	Sometimes selects vocabulary and grammatical structures that reflect the level of formality required.	Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.
	Write cohesively using a range of sentence structures.	
	Can use a dictionary and thesaurus to check spellings and word meanings.	
	Evaluate and edit their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.	Begins to redraft sections of their own writing in order to improve it.
	In narrative, creating atmosphere by describing characters and settings with correctly punctuated dialogue which begins to advance the action.	
	Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion.	Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.
Vocabulary, grammar and punctuation	Relative clauses are used: who, which, where, when, whose, that or an omitted relative pronoun.	
	Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity.	
	Using different verb forms mostly appropriately, including some passive and modal verbs.	Can select verb forms for meaning and effect.
	Use parenthesis mostly correctly.	
	Begin to use a wide range of KS2 punctuation.	
Handwriting	Handwriting is legible and joined.	
Transcription	Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy.	
	Spells many of the words from the Year 5/6 spelling list.	

## Year 5 Writing Progression

Range of writing:	<ul style="list-style-type: none"> <li>• Fiction: myths, legends, stories from other cultures, stories with historical settings, film and play script.</li> <li>• Non-fiction: newspapers, information texts, formal reports, persuasive texts, discussion texts.</li> <li>• Poetry: classic narrative poems, poems with figurative language, poems with a structure.</li> </ul>			
	<b>Key Learning</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Spelling</b>	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y4 Spelling objectives.			
<b>Handwriting</b>	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y5 handwriting objectives.			
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></li> <li>• Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences by adding a relative clause using a relative pronoun: <i>who, which, where, whose, when, that</i> e.g. <i>Prince Llewellyn had a baby son who was his pride and joy.</i></li> <li>• Using relative pronouns <i>who, which, where, whose, when, that</i>, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest.</i></li> <li>• Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>• Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> </ul>	

	<i>anticipation, Paul launched himself from the diving board.</i>			
	<ul style="list-style-type: none"> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> </ul>		<ul style="list-style-type: none"> <li>Demarcate complex sentences using commas in order to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> </ul>		<ul style="list-style-type: none"> <li>Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa</i></li> </ul>			<ul style="list-style-type: none"> <li>Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> <li>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> </ul>		<ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> </ul>	

	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely, e.g. <b>carnivorous predators with surprisingly weak jaws and small teeth.</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify, collect and use noun phrases e.g. <i>Gelert stared in horror at the upturned crib with splatters of blood and scratch marks.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a respected carpenter with his own company.</i></li> </ul>	
	<ul style="list-style-type: none"> <li>Use different verb forms appropriately</li> </ul>		<ul style="list-style-type: none"> <li>Explore, identify and use modal verbs correctly</li> <li>Explore, identify and use passive verbs correctly</li> </ul>	<ul style="list-style-type: none"> <li>Select and use verb forms for meaning and effect</li> </ul>
	<b>Key Learning</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> </ul>	Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words.</i>		
	<ul style="list-style-type: none"> <li>Use similar writing models.</li> <li>Draw on reading and research. Note and develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation.</i> Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on reading and research, create own plan for writing, e.g. <i>read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan.</i> Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Think how authors develop characters and settings</li> </ul>	<ul style="list-style-type: none"> <li>Examine how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i></li> </ul>	<ul style="list-style-type: none"> <li>In narrative, create atmosphere by describing characters and setting with correctly punctuated dialogue which advances action.</li> </ul>	
	<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Show characterisation through the use of description and dialogue, e.g. <i>drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i></li> <li>Select appropriate structure, vocabulary and grammar to describe setting, e.g. <i>drawing on</i></li> </ul>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within and across paragraphs, e.g. <i>Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i></li> </ul>

Evaluating and Editing		<p><i>reading, develop and use a toolkit to write a setting description based on a still or</i></p> <ul style="list-style-type: none"> <li><i>moving image.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>Use different sentence structures with increasing control (see VGP)</li> </ul>	<ul style="list-style-type: none"> <li>Improve a passage prepared by the teacher (<i>e.g. one written using an overused sentence opener or type</i>) with a focus on different sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</li> </ul>	<ul style="list-style-type: none"> <li>During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</li> </ul>
	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Proofread to ensure: <ul style="list-style-type: none"> <li>Consistent and correct use of tense throughout.</li> <li>Consistent subject and verb agreement.</li> <li>Spelling and punctuation errors are addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>
	Performing	<ul style="list-style-type: none"> <li>Use appropriate intonation and volume.</li> <li>Add movement.</li> <li>Ensure meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear <i>e.g. using an authoritative tone when delivering a persuasive speech.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear <i>e.g. using intonation in response to commas or dashes which indicate parenthesis.</i></li> </ul>



## Year 6

Upper KS2 (9-11 years)

Spelling	Handwriting	VGP	Comp
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## Year 5 and 6 Statutory and Non Statutory Guidance

Spelling	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear</b></p>
Handwriting	VGP

<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul> <p><b>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</b></p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p><b>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</b></p>
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<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
<b>Year 6: Detail of content to be introduced (statutory requirement)</b>	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object active, passive synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

## Year 6 Writing Progression

<b>Range of writing:</b>	<ul style="list-style-type: none"> <li>• Fiction: science fiction, myths, legends, stories from other cultures, stories with historical settings, film and play script.</li> <li>• Non-fiction: persuasive texts, explanations, discussion texts, recounts, newspapers, blogs, biographies, information text hybrids.</li> <li>• Poetry: classic poetry, poems with imagery, free verse.</li> </ul>			
	<b>Key Learning</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Spelling	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y5/6Spelling objectives.			
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y6 handwriting objectives.			
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs e.g. <i>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence, in the meantime, meanwhile, in due course, until then.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs in narrative e.g. <i>adverbials such as: in the meantime, meanwhile, in due course, until then, similarly, although, additionally, another possibility, alternatively, as a consequence</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</li> <li>• Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> </ul>		

	<ul style="list-style-type: none"> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> </ul>		<ul style="list-style-type: none"> <li>Identify the subject and object of a sentence, e.g. <i>David Beckham</i> (subject) <i>had always excelled at sports</i> (object).</li> <li>Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.</i></li> <li>Explore and investigate <b>active</b> and <b>passive</b> e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate.</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came</i> (past perfect); <i>She has eaten lunch already or I have eaten lunch already</i> (present perfect); <i>I will have eaten lunch by then</i> (future perfect).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

	<ul style="list-style-type: none"> <li>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would...; The school requires that all pupils be honest.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if-</i> clauses e.g. <i>If I were to win the lottery, I would. ; I wish I were more tolerant.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use subjunctive forms within formal speech and writing, focusing on <i>requests</i> e.g. <i>The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.</i></li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures...; The law requires that zoos be inspected annually.</i></li> </ul>
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Composition: Planning	<ul style="list-style-type: none"> <li>Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i></li> </ul>		
	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research.</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by drawing on a writing model, e.g. chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. <i>Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i></li> </ul>
Composition: Drafting and Writing	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> </ul>		
	<ul style="list-style-type: none"> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks (informal); Refreshments will be provided (formal).</i></li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, ask about – enquire,</i></li> </ul>	<ul style="list-style-type: none"> <li>Select and discuss appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i></li> </ul>	



	<p><i>go in – enter, get hold of – acquire, leave – exit.</i></p>		
<ul style="list-style-type: none"> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</li> </ul>	<ul style="list-style-type: none"> <li>Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i></li> </ul>		
<ul style="list-style-type: none"> <li>Consciously control the use of different sentence structures for effect</li> </ul>	<ul style="list-style-type: none"> <li>Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.</i></li> </ul>	<ul style="list-style-type: none"> <li>Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.</i></li> <li>When writing and editing, consciously control the use of different sentence structures for effect.</li> </ul>	
<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals, they.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs, e.g. <i>adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).</i></li> </ul>

Writing, Evaluating, Editing and Performing	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>• Proofread for grammatical, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose.</li> <li>• Proofread to ensure:               <ul style="list-style-type: none"> <li>○ Consistent and correct use of tense throughout.</li> <li>○ Consistent subject and verb agreement.</li> <li>○ Spelling and punctuation errors are addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use appropriate and effective intonation and volume.</li> <li>• Add gesture and movement to enhance</li> <li>• Encourage and take account of audience engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i></li> </ul>

## Appendix 1: Genre Progression

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fiction</b>	<ul style="list-style-type: none"> <li>Words,</li> <li>captions,</li> <li>labels,</li> <li>simple sentences,</li> <li>lists.</li> </ul>	<ul style="list-style-type: none"> <li>Simple narratives,</li> <li>Traditional tales,</li> <li>Stories with repetitive patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Traditional tales,</li> <li>Stories with familiar settings,</li> <li>Stories based on models from reading.</li> </ul>	<ul style="list-style-type: none"> <li>Fables,</li> <li>folk tales,</li> <li>mystery,</li> <li>adventure,</li> <li>fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>Fairy tales,</li> <li>Folk tales,</li> <li>Fantasy,</li> <li>Myths,</li> <li>Stories with issues and dilemmas,</li> <li>Play scripts.</li> </ul>	<ul style="list-style-type: none"> <li>Myths,</li> <li>Legends,</li> <li>Stories from other cultures,</li> <li>Stories with historical settings,</li> <li>Film and play script.</li> </ul>	<ul style="list-style-type: none"> <li>Science fiction</li> <li>Myths,</li> <li>Legends,</li> <li>Stories from other cultures,</li> <li>Stories with historical settings,</li> <li>Film and play script.</li> </ul>
<b>Non Fiction</b>		<ul style="list-style-type: none"> <li>Recounts based on own experience</li> </ul>	<ul style="list-style-type: none"> <li>Recounts,</li> <li>Letters,</li> <li>Non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>Diaries,</li> <li>Non-chronological reports,</li> <li>Explanations,</li> <li>Recounts (biographies)</li> <li>Letters</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers,</li> <li>Information texts,</li> <li>Explanations</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers,</li> <li>Information texts,</li> <li>Formal reports,</li> <li>Persuasive texts,</li> <li>Discussion texts.</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive texts,</li> <li>Explanations,</li> <li>Discussion texts,</li> <li>Newspapers,</li> <li>Blogs,</li> <li>Biographies,</li> <li>Information text hybrids.</li> </ul>
<b>Poetry</b>		<ul style="list-style-type: none"> <li>Poems on a theme,</li> <li>Traditional rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Classic poems,</li> <li>Poems on a theme,</li> <li>Poems with a structure.</li> </ul>	<ul style="list-style-type: none"> <li>Classic poems,</li> <li>shape poems,</li> <li>Calligrams</li> <li>Poems on a theme.</li> </ul>	<ul style="list-style-type: none"> <li>Classic poems,</li> <li> kennings,</li> <li>Haiku</li> <li>Cinquain,</li> <li>Poems on a theme.</li> </ul>	<ul style="list-style-type: none"> <li>Classic narrative poems,</li> <li>Poems with figurative language,</li> <li>Poems with a structure.</li> </ul>	<ul style="list-style-type: none"> <li>Classic poetry,</li> <li>Poems with imagery,</li> <li>Free verse.</li> </ul>



# Unlocking Letters and Sound Progression

The progression used in **Unlocking Letters and Sounds** largely follows the progression contained in *Letters and Sounds 2007*, with some modifications based upon:

- a decade of experience of teaching using *Letters and Sounds* in schools
- feedback from schools who have been trialling the **Unlocking Letters and Sounds** programme
- refinements and clarifications of learning elements omitted from *Letters and Sounds*
- updated guidance, including requirements from the National Curriculum

The progression is structured broadly to follow Phases 2 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development. The phases are organised as follows:

- Phase 2
- Phase 3
- Phase 3 Mastery
- Phase 4
- Phase 4 Mastery
- Phase 4 Revision (including NC Y1 requirements)
- Phase 5a)
- Phase 5a) Mastery (including NC Y1 requirements)
- Phase 5b)
- Phase 5c)
- Phase 5a) Spellings recap and 5b) Mastery
- Phase 5c) Master

Year group	Week (Term)	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool	-		<b>One</b>	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	<b>1</b>	1	<b>Two</b>	<b>s a t p</b>	
Reception Autumn Term 1	<b>2</b>	2	<b>Two</b>	<b>i n m d</b>	
Reception Autumn Term 1	<b>3</b>	3	<b>Two</b>	<b>g o c k</b>	Read: <b>the</b>
Reception Autumn Term 1	<b>4</b>	4	<b>Two</b>	<b>c k e u r</b>	Read: <b>to, into</b>
Reception Autumn Term 1	<b>5</b>	5	<b>Two</b>	<b>h b f ff</b>	Read: <b>no, l</b>

Reception Autumn Term 1	<b>6</b>	6	<b>Two</b>	<b>l ll ss</b> Read words with -s ending	Read: <b>go</b>
Reception Autumn Term 2	<b>1</b>	1	<b>Three</b>	<b>j v w x</b>	Read: <b>me</b>
Reception Autumn Term 2	<b>2</b>	2	<b>Three</b>	<b>y z zz qu</b>	Read: <b>we, be</b> Write: <b>the, into, go, to</b>
Reception Autumn Term 2	<b>3</b>	3	<b>Three</b>	<b>ch sh th</b> (voiced and unvoiced) <b>ng</b>	Read: <b>he, she</b>
Reception Autumn Term 2	<b>4</b>	4	<b>Three</b>	<b>ai ee igh oa</b>	Read: <b>was, you</b> Write: <b>I, no</b>
Reception Autumn Term 2	<b>5</b>	5	<b>Three</b>	<b>oo ar or ur</b>	Read: <b>they, all</b>
Reception Autumn Term 2	<b>6</b>	6	<b>Three</b>	Read words containing <b>-ing</b> endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	<b>1</b>	7	<b>Three</b>	<b>ow oi ear air</b>	Read: <b>are, my</b>
Reception Spring Term 1	<b>2</b>	8	<b>Three</b>	<b>ure er</b> Reading and spelling words containing digraphs and trigraphs	Read: <b>her</b>
Reception Spring Term 1	<b>3</b>	9	<b>Three</b>	Assess and review Phase 3 work	
Reception Spring Term 1	<b>4</b>	1	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>j v w x</b> , me	Revisit: <b>me</b>
Reception Spring Term 1	<b>5</b>	2	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>y z zz qu</b> , we, be	Revisit: <b>we, be</b>
Reception Spring Term 1	<b>6</b>	3	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ch sh th ng</b> , he, she	Revisit: <b>he, she</b>
Reception Spring Term 2	<b>1</b>	4	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ai ee igh oa</b> , was, you	Revisit: <b>was, you</b>

Reception Spring Term 2	<b>2</b>	5	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>oo ar or ur</b> they, all	Revisit: <b>they, all</b>
Reception Spring Term 2	<b>3</b>	6	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ow oi ear air</b> , are, my	Revisit: <b>are, my</b>
Reception Spring Term 2	<b>4</b>	7	<b>Three (Mastery)</b>	Revisit GPCs and CEW: <b>ure er</b> , her	Revisit: <b>her</b>
Reception Spring Term 2	<b>5</b>	8	<b>Three (Mastery)</b>	Assess and review Phase 3 work	
Reception Spring Term 2	<b>6</b>	9	<b>Three (Mastery)</b>	Assess and review Phase 3 work	
Reception Summer Term 1	<b>1</b>	1	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>said, have</b> Write: <b>he, she, we, me, be</b>
Reception Summer Term 1	<b>2</b>	2	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>like, so, do</b> Write: <b>was, you</b>
Reception Summer Term 1	<b>3</b>	3	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>some, come</b> Write: <b>they, all, are</b>
Reception Summer Term 1	<b>4</b>	4	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: <b>were, there</b> Write: <b>my, her</b>
Reception Summer Term 1	<b>5</b>	5	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing <b>-ed</b> endings with no change to the root word	Read: <b>little, one</b>
Reception Summer Term 1	<b>6</b>	6	<b>Four</b>	<b>CVCC</b> and <b>CCVC</b> words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing <b>-ing</b> endings with no change to the root word	Read: <b>when, out, what</b>
Reception Summer Term 2	<b>1</b>	1	<b>Four (Mastery)</b>	<b>CVCC</b> words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: <b>said, have</b>
Reception Summer Term 2	<b>2</b>	2	<b>Four (Mastery)</b>	<b>CCVC</b> words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: <b>like, so, do</b>
Reception Summer Term 2	<b>3</b>	3	<b>Four (Mastery)</b>	Teach blending of polysyllabic <b>CVCC</b> and <b>CCVC</b> words	Revisit: <b>some, come</b>

Reception Summer Term 2	<b>4</b>	4	<b>Four (Mastery)</b>	Teach blending of <b>CCVCC</b> words	Revisit: <b>were, there</b>
Reception Summer Term 2	<b>5</b>	5	<b>Four (Mastery)</b>	Teach blending of <b>CCVCC</b> and polysyllabic <b>CCVCC</b> words	Revisit: <b>little, one</b>
Reception Summer Term 2	<b>6</b>	6	<b>Four (Mastery)</b>	Teach blending of <b>CCCVCC</b> words	Revisit: <b>when, out, what</b>
Year 1 Autumn Term 1	<b>1</b>	1	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns Teach adding <b>-s</b> and <b>-es</b> as a third person singular marker for verbs Revisit blending of words where <b>-s</b> and <b>-es</b> are added	
Year 1 Autumn Term 1	<b>2</b>	2	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ing</b> to verbs	
Year 1 Autumn Term 1	<b>3</b>	3	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-ed</b> to verbs Teach adding the suffix <b>-er</b> to verbs to change them to a noun Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs	
Year 1 Autumn Term 1	<b>4</b>	4	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the suffix <b>-er</b> to adjectives Teach adding the suffix <b>-est</b>	
Year 1 Autumn Term 1	<b>5</b>	5	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach adding the prefix <b>un-</b> to verbs Teach adding the prefix <b>un-</b> to adjectives	
Year 1 Autumn Term 1	<b>6</b>	6	<b>Four (Revision plus Y1 NC requirements)</b>	Revise Phase 4. Teach reading words with contractions	
Year 1 Autumn Term 2	<b>1</b>	1	<b>Five a)</b>	Teach new graphemes for reading: <b>ay ou ie ea</b> Teach the days of the week	Read: <b>oh, their</b>
Year 1 Autumn Term 2	<b>2</b>	2	<b>Five a)</b>	Teach new graphemes for reading: <b>oy ir ue</b> (as in <b>glue</b> ) <b>ue</b> (as in <b>cue</b> )	Read: <b>people</b> Write: <b>said, so</b>



Year 1 Autumn Term 2	<b>3</b>	3	<b>Five a)</b>	Teach new graphemes for reading: <b>aw wh ph ew</b> (as in <b>blew</b> )	Read: <b>Mr, Mrs</b> Write: <b>have</b>
Year 1 Autumn Term 2	<b>4</b>	4	<b>Five a)</b>	Teach new graphemes for reading: <b>ew</b> (as in <b>few</b> ) <b>oe au ey</b> Teach new phoneme <b>/zh/</b>	Read: <b>looked, called</b> Write: <b>like</b>
Year 1 Autumn Term 2	<b>5</b>	5	<b>Five a)</b>	Teach new graphemes for reading: <b>a-e, e-e, i-e, o-e</b>	Revisit (read): <b>called</b> Write: <b>some, come</b>
Year 1 Autumn Term 2	<b>6</b>	6	<b>Five a)</b>	Teach new graphemes for reading: <b>u-e</b> (as in <b>flute</b> ) <b>u-e</b> (as in <b>cube</b> )	Read: <b>asked</b> Write: <b>were, there</b>
Year 1 Spring Term 1	<b>1</b>	1	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>ay ou ie ea</b> Revise the days of the week Teach correct use of <b>-nk</b> (NC)	Revisit (read): <b>oh, their</b>
Year 1 Spring Term 1	<b>2</b>	2	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>oy ir ue</b> (as in <b>glue</b> ) <b>ue</b> (as in <b>cue</b> ) Teach correct use of <b>ph</b> (NC)	Revisit (read): <b>people</b> Revisit (write): <b>said, so</b>
Year 1 Spring Term 1	<b>3</b>	3	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>aw wh ph ew</b> (as in <b>blew</b> ) Teach correct use of <b>-wh</b> (NC)	Revisit (read): <b>Mr, Mrs</b> Revisit (write): <b>have</b>
Year 1 Spring Term 1	<b>4</b>	4	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>ew</b> (as in <b>few</b> ) <b>oe au ey</b> Teach correct use of <b>-tch</b> (NC)	Revisit (read): <b>looked, called</b> Revisit (write): <b>like</b>
Year 1 Spring Term 1	<b>5</b>	5	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>a-e e-e i-e o-e</b> Teach correct use of <b>-ve</b> (NC)	Revisit (read): <b>called</b> Revisit (write): <b>some, come</b>
Year 1 Spring Term 1	<b>6</b>	6	<b>Five a)</b> <b>(Mastery plus Y1 NC requirements)</b>	Revise new graphemes for reading: <b>u-e</b> (as in <b>flute</b> ) <b>u-e</b> (as in <b>cube</b> ) Revise all Phase 5a) Assess and review correct use of NC letters/suffixes	Revisit (read): <b>asked</b> Revisit (write): <b>were, there</b>
Year 1 Spring Term 2	<b>1</b>	1	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>a</b> (as in <b>acorn</b> ), <b>a</b> (as in <b>fast</b> ), <b>a</b> (as in <b>was</b> ), <b>e</b> (as in <b>he</b> ) Teach reading the common exception words <b>water, where, who, again</b>	Read: <b>water, where, who, again</b> Write: <b>little, one</b>

Year 1 Spring Term 2	<b>2</b>	2	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>i</b> (as in <b>mind</b> ), <b>o</b> (as in <b>no</b> ), <b>u</b> (as in <b>unit</b> ), <b>u</b> (as in <b>put</b> ) Teach reading the common exception words <b>thought, through, mouse, work</b>	Read: <b>thought, through, mouse, work</b> Write: <b>do</b>
Year 1 Spring Term 2	<b>3</b>	3	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>ow</b> (as in <b>snow</b> ), <b>ie</b> (as in <b>chief</b> ), <b>ea</b> (as in <b>head</b> ), <b>er</b> (as in <b>her</b> ) Teach reading the common exception words <b>many, laughed, because</b>	Read: <b>many, laughed, because</b> Write: <b>when, what</b>
Year 1 Spring Term 2	<b>4</b>	4	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>ou</b> (as in <b>you</b> ), <b>ou</b> (as in <b>could</b> ), <b>ou</b> (as in <b>mould</b> ), <b>y</b> (as in <b>by</b> ), <b>y</b> (as in <b>gym</b> ) Teach reading the common exception words <b>different, any, eyes</b>	Read: <b>different, any, eyes</b> Write: <b>out</b>
Year 1 Spring Term 2	<b>5</b>	5	<b>Five b)</b>	Teach alternative pronunciations of known graphemes for reading: <b>y</b> (as in <b>very</b> ), <b>ch</b> (as in <b>school</b> ), <b>ch</b> (as in <b>chef</b> ), <b>c</b> (as in <b>cell</b> ), <b>g</b> (as in <b>gent</b> ), <b>ey</b> (as in <b>they</b> ) Teach reading the common exception words <b>friends, once, please</b>	Read: <b>friends, once, please</b>
Year 1 Spring Term 2	<b>6</b>	6	<b>Five b)</b>	Assess and review alternative pronunciations of known graphemes for reading Assess and review reading new common exception words and correct use of NC endings	
Year 1 Summer Term 1	<b>1</b>	1	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ch/</b> (as in <b>picture</b> ), <b>/ch/</b> (as in <b>catch</b> ), <b>/j/</b> (as in <b>fudge</b> ), <b>/m/</b> (as in <b>lamb</b> )	Write: <b>oh</b>
Year 1 Summer Term 1	<b>2</b>	2	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/n/</b> (as in <b>gnat</b> ), <b>/n/</b> (as in <b>knit</b> ), <b>/r/</b> (as in <b>wrap</b> ), <b>/s/</b> (as in <b>listen</b> )	Write: <b>their</b>
Year 1 Summer Term 1	<b>3</b>	3	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/s/</b> (as in <b>house</b> ), <b>/z/</b> (as in <b>please</b> ), <b>/u/</b> (as in <b>some</b> ), <b>/i/</b> (as in <b>happy</b> )	
Year 1 Summer Term 1	<b>4</b>	4	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/i/</b> (as in <b>donkey</b> ), <b>/ear/</b> (as in <b>here</b> ), <b>/ear/</b> (as in <b>beer</b> ), <b>/er/</b> (as in <b>father</b> )	Write: <b>people</b>
Year 1 Summer Term 1	<b>5</b>	5	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ar/</b> (as in <b>half</b> ), <b>/air/</b> (as in <b>there</b> ), <b>/air/</b> (as in <b>pear</b> ), <b>/air/</b> (as in <b>bare</b> ), <b>/or/</b> (as in <b>all</b> )	Write: <b>Mr, Mrs</b>
Year 1 Summer Term 1	<b>6</b>	6	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/or/</b> (as in <b>four</b> ), <b>/or/</b> (as in <b>caught</b> ), <b>/ur/</b> (as in <b>learn</b> ), <b>/ur/</b> (as in <b>word</b> )	Write: <b>looked</b>
Year 1 Summer Term 2	<b>1</b>	7	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/oo/</b> (as in <b>could</b> ), <b>/oo/</b> (as in <b>put</b> ), <b>/ai/</b> (as in <b>day</b> ), <b>/ai/</b> (as in <b>came</b> ), <b>/ee/</b> (as in <b>sea</b> )	
Year 1 Summer Term 2	<b>2</b>	8	<b>Five c)</b>	Teach alternative spellings of phonemes: <b>/ee/</b> (as in <b>these</b> ), <b>/ee/</b> (as in <b>happy</b> ), <b>/ee/</b> (as in <b>chief</b> ), <b>/ee/</b> (as in <b>key</b> )	Write: <b>called, asked</b>

Year 1 Summer Term 2	<b>3</b>	9	<b>Five c)</b>	Teach alternative spellings of phonemes: /igh/ (as in <b>pie</b> ), /igh/ (as in <b>by</b> ), /igh/ (as in <b>like</b> ), /oa/ (as in <b>low</b> )	
Year 1 Summer Term 2	<b>4</b>	10	<b>Five c)</b>	Teach alternative spellings of phonemes: /oa/ (as in <b>toe</b> ), /oa/ (as in <b>bone</b> ), /(y)oo/ (as in <b>cue</b> ), /(y)oo/ (as in <b>tune</b> )	
Year 1 Summer Term 2	<b>5</b>	11	<b>Five c)</b>	Teach alternative spellings of phonemes: /(y)oo/ (as in <b>stew</b> ), /oo/ (as in <b>clue</b> ), /oo/ (as in <b>June</b> ), /oo/ (as in <b>blew</b> )	
Year 1 Summer Term 2	<b>6</b>	12	<b>Five c)</b>	Teach alternative spellings of phonemes: /sh/ (as in <b>special</b> ), /sh/ (as in <b>station</b> ), /sh/ (as in <b>sugar</b> ), /sh/ (as in <b>chef</b> )	
Year 2 Autumn Term 1	<b>1</b>	1	<b>Five a) (Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e Revise reading all common exception words	
Year 2 Autumn Term 1	<b>2</b>	2	<b>Five a) (Spellings recap)</b>	Spellings: choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you) Revise reading all common exception words	
Year 2 Autumn Term 1	<b>3</b>	1	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: a (as in <b>acorn</b> ), a (as in <b>fast</b> ), a (as in <b>was</b> ), e (as in <b>he</b> ), i (as in <b>mind</b> ) Revisit reading the common exception words <b>water, where, who, again</b>	
Year 2 Autumn Term 1	<b>4</b>	2	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: o (as in <b>no</b> ), u (as in <b>unit</b> ), u (as in <b>put</b> ), ow (as in <b>snow</b> ), ie (as in <b>chief</b> ) Revisit reading the common exception words <b>thought, through, mouse, work</b>	
Year 2 Autumn Term 1	<b>5</b>	3	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: ea (as in <b>head</b> ), ou (as in <b>you</b> ), ou (as in <b>could</b> ), ou (as in <b>mould</b> ), y (as in <b>by</b> ), y (as in <b>gym</b> ), y (as in <b>very</b> ), ch (as in <b>school</b> ), ch (as in <b>chef</b> ) Revisit reading the common exception words <b>different, any, eyes</b>	
Year 2 Autumn Term 1	<b>6</b>	4	<b>Five b) (Mastery)</b>	Revisit alternative pronunciations of known graphemes for reading: y (as in <b>very</b> ), ch (as in <b>school</b> ), ch (as in <b>chef</b> ), c (as in <b>cell</b> ), g (as in <b>gent</b> ), ey (as in <b>they</b> ) Revisit reading the common exception words <b>friends, once, please</b> Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>1</b>	1	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: /ch/ (as in <b>picture</b> ), /ch/ (as in <b>catch</b> ), /j/ (as in <b>fudge</b> ), /m/ (as in <b>lamb</b> ), /n/ (as in <b>gnat</b> ), /n/ (as in <b>knit</b> ), /r/ (as in <b>wrap</b> ) Revisit reading all common exception words	

Year 2 Autumn Term 2	<b>2</b>	2	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: /s/ (as in <b>listen</b> ), /s/ (as in <b>house</b> ), /z/ (as in <b>please</b> ), /u/ (as in <b>some</b> ), /ee/ (as in <b>happy</b> ), /i/ (as in <b>donkey</b> ), /ear/ (as in <b>here</b> ), /ear/ (as in <b>beer</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>3</b>	3	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: /ar/ (as in <b>father</b> ), /ar/ (as in <b>half</b> ), /air/ (as in <b>there</b> ), /air/ (as in <b>pear</b> ), /air/ (as in <b>bare</b> ), /or/ (as in <b>all</b> ), /or/ (as in <b>four</b> ), /or/ (as in <b>caught</b> ), /ur/ (as in <b>learn</b> ), /ur/ (as in <b>word</b> ), /oo/ (as in <b>could</b> ), /oo/ (as in <b>put</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>4</b>	4	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: /ai/ (as in <b>day</b> ), /ai/ (as in <b>came</b> ), /ee/ (as in <b>sea</b> ), /ee/ (as in <b>these</b> ), /ee/ (as in <b>happy</b> ), /ee/ (as in <b>chief</b> ), /ee/ (as in <b>key</b> ), /igh/ (as in <b>pie</b> ), /igh/ (as in <b>by</b> ), /igh/ (as in <b>like</b> ), /oa/ (as in <b>toe</b> ), /oa/ (as in <b>bone</b> ), /(y)oo/ (as in <b>cue</b> ), /(y)oo/ (as in <b>tune</b> ), /(y)oo/ (as in <b>stew</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>5</b>	5	<b>Five c) (Mastery)</b>	Revisit alternative spellings of phonemes: /oo/ (as in <b>clue</b> ), /oo/ (as in <b>June</b> ), /oo/ (as in <b>blew</b> ), /sh/ (as in <b>special</b> ), /sh/ (as in <b>station</b> ), /sh/ (as in <b>sugar</b> ), /sh/ (as in <b>chef</b> ) Revisit reading all common exception words	
Year 2 Autumn Term 2	<b>6</b>	6	<b>Five c) (Mastery)</b>	Assessment and review of all alternative spellings of phonemes. Assessment and review of all common exception words	

- ☐ At this point phonics teaching will continue as an intervention for those children who still require it. Year 2 children will move on to learning spelling as per National Curriculum requirements.
- ☐ **Note:** Y1 NC coverage should also be taught within Year 1 English lessons.

# Appendix 3: ULS Handwriting Progression



Good handwriting is critical to children's writing progress. It is essential that handwriting is practised until it is fluent and effortless so that the children can put all their effort into thinking about *what* they are writing.

Handwriting is built into the Unlocking Letters and Sounds digital lessons but it is essential that handwriting is also taught discretely in a progressive sequence to support children to meet the National Curriculum requirements. We recommend regular 10-minute handwriting lessons timetabled across the week. Children need to practise handwriting under the guidance of a teacher so that they do not develop habits or embed misconceptions that are difficult to correct later.

## Unlocking Handwriting Progression

Unlocking Handwriting is a whole school handwriting programme. The progression used in Unlocking Handwriting follows the National Curriculum progression, with some additional content included based upon a wealth of experience of teaching handwriting in schools, feedback from schools seeking a comprehensive, progressive handwriting programme and updated guidance (including requirements from the National Curriculum).

The progression is structured broadly in units which are broken down into multiple sessions, offering a clear focus for each discrete handwriting lesson. Similar to the structure of Unlocking Letters and Sounds, Unlocking Handwriting provides 'Mastery' units for children to embed and secure the knowledge they have previously learnt. The programme also provides frequent opportunities for children to revisit previous learning and embed this before further refining their handwriting skills.

The progression is organised as follows:

Year group	Unit	Number of lessons	Focus
Pre-school	1	ongoing	Developing Gross and Fine Motor Skills
	2	ongoing	Pre-Writing Skills
Reception	1	ongoing	Developing Gross and Fine Motor Skills Mastery
	2	ongoing	Establishing the Correct Pencil Grip and Writing Position
	3	6	Pre-Writing Skills Mastery
	4	14	Lowercase Letter Formation
	5	13	Forming Letter Families
	6	ongoing	Name Writing
	7	6	Number Formation
Year 1	1	ongoing	Establishing the Correct Pencil Grip and Writing Position Mastery
	2	ongoing	Name Writing mastery
	3	6	Number Formation Mastery
	4	14	Lowercase Letter Formation Mastery



	5	14	Uppercase Letter Formation
	6	12	Forming Letter Families Mastery
	7	12	Uppercase Letter Formation Mastery
	8	8	Form Lowercase Letters of the Correct Size Relative to One Another
Year 2	1	4	Revisit Number Formation
	2	6	Revisit Lowercase Letter Formation
	3	6	Revisit Uppercase Letter Formation
	4	14	Cursive Letter Formation
	5	16	Letter Joins
	6	16	Letter Joins Mastery
	7	3	Form Lowercase Letters of the Correct Size Relative to One Another Mastery
	8	5	Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	9	3	Spacing Within and Between Words Which Reflects the Size of the Letters
Year 3	1	3	Revisit Number Formation
	2	6	Revisit Uppercase Letter Formation
	3	8	Cursive Letter Formation Mastery
	4	16	Revisit Letter Joins
	5	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another Mastery ( <i>including Y3&amp;4 NC statutory spelling list</i> )
	6	ongoing	Uppercase Letters and Numbers Correctly Sized in Relation to One Another Mastery
	7	4	Spacing Within and Between Words Which Reflects the Size of the Letters Mastery ( <i>including correctly formed Y3&amp;4 NC punctuation requirements</i> )
	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch
	9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting
Year 4	1	3	Revisit Number Formation
	2	6	Revisit Uppercase Letter Formation
	3	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	4	6	Revisit Cursive Letter Formation
	5	9	Revisit Letter Joins



	6	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another ( <i>including Y3&amp;4 NC statutory spelling list</i> )
	7	4	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters ( <i>including correctly formed Y3&amp;4 NC punctuation requirements</i> )
	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch Mastery
	9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting Mastery
Year 5	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Cursive Letter Formation and Letter Joins
	4	5	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters ( <i>including correctly formed Y5&amp;6 NC punctuation requirements</i> )
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting ( <i>including Y5&amp;6 NC statutory spelling list</i> )
	7	15	Using an Unjoined Style for a Particular Purpose
Year 6	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Cursive Letter Formation and Letter Joins
	4	6	Revisit Spacing Within and Between Words and Across Lines of Writing so Ascenders and Descenders Do Not Touch ( <i>including correctly formed Y5&amp;6 NC punctuation requirements</i> )
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting Mastery ( <i>including Y5&amp;6 NC statutory spelling list</i> )
	7	4	Using an Unjoined Style for a Particular Purpose Mastery