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| **Subject Leader** | | | **Date** | | | **Review Date** | | |
| Mrs Laura Poole | | | September 2021 | | | September 2024 | | |
| **Curriculum Area** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| Genre Coverage | **Fiction**  Story sentences  Short Narrative  Character description sentences  **Non Fiction**  Lists  Captions  Instructions  Letters  **Poetry**  Rhyming / repetitive language | **Narrative** Character/setting Description  Short stories  **Non Fiction**  Instructional writing  Non-Chronological report  **Recount**  Narrative re-tell (patterned language)  **Poetry**  Choral , repetitive language | **Narrative**  Character/Setting Description  Extended stories (fantasy)  **Non Fiction**  Explanation text  Information report  **Recount**  Familiar event (3rd person)  **Poetry**  Form, shape and structure | **Narrative**  Setting / Character Description  Extended stories (adventure)  **Non Fiction**  Non-Chronological report  Procedural report  **Recount**  Informal letter writing  **Poetry**  Narrative Poetry | **Narrative**  Setting / Character Description  Extended stories (action)  **Non Fiction**  Explanation text  Persuasion text  **Recount**  Autobiography  **Poetry**  Performance Poetry | | **Narrative**  Setting / Character Description  Extended stories (alternate perspective)  **Non Fiction**  Non-chronological report (appropriate to audience/purpose)  Persuasion: speech writing  Formal letter  **Recount**  Biography  **Poetry**  The power of imagery (free verse) | |
|  | **Pupils should know…** | **Pupils should know…** | **Pupils should know…** | **Pupils should know…** | **Pupils should know…** | | **Pupils should know…** | **Pupils should know…** |
| Progression  (sentence) | To use phonic knowledge to write words which match their spoken sounds. | To begin to form lower case letters in the correct direction, starting and finishing in the correct place. | To demarcate sentences using capital letters and full stops. | How to begin to use paragraphs to organise and group ideas. | How to use paragraphs to organise ideas around a theme. | | To use paragraphs to organise ideas. | Select language that shows good awareness of the reader. |
|  | Write irregular common words. | Sequence sentences to form short narratives | Use the past and present tense mostly correctly and consistently. | How to express time, place and cause using conjunctions, adverbs and prepositions. | How to use a variety of fronted adverbials with commas. | | To use vocabulary to create atmosphere and reflect appropriate formality. | In narratives, describing settings, atmosphere and characters. |
|  | Write simple sentences which can be read by themselves and others. | Use capital letters for names of people, places, days of the week, I | Use coordination  (and / or / but) | How to use headings and subheadings to organise texts. | To use commas after subordinate clauses. | | Demonstrate a confident and established voice. | In narratives, integrate dialogue to convey character and advance the action. |
|  | To make an attempt at using some determiners through both speech and written work. | Join clauses using ‘and’ correctly. | Use subordination (when / if / that / because) | How to use the present perfect form of verbs in replace of simple past. | Use the correct tense and person. | | Use a range of cohesive devices:  Conjunctions  Adverbials  Linking ideas across paragraphs | In non-narrative writing, use simple devices for structure:   * Headings * Subheadings * Bullet points. |
|  | Use finger spaces between words. | Use finger spaces between words. | Use spacing between words that reflects the letter sizes. | Use accurate a / an determiners. | How to use conjunctions, adverbs and prepositions. | | Indicate degree of possibility through modal verbs and adverbs. | Select vocabulary and grammatical structures including:   * Contracted forms in dialogue. * Use passive verbs to affect how information is presented. * Using modal verbs to suggest degrees of possibility. |
|  | Begin to use conjunctions such as ‘and’ and ‘but’ to join ideas. | Rehearse spellings out loud to practice what they are going to write. | Write letters (inc capitals and digits) the correct size, orientation and size in relation to one another. | Use appropriate choice of pronouns and nouns within and across sentences. | Use a variety of pronouns to avoid repetition. | | Know how to vary sentence structure:   * Relative clauses * Subordinate clauses * Short sentences * Vary openers | Use verb tenses consistently and correctly throughout their writing. |
|  |  | To sequence sentences to form short narratives. | Use expanded noun phrases for description and specification. |  |  | | Add detail, qualification and precision   * Modify adjectives * Figurative language | Use a range of devices to build cohesion with and across paragraphs including:   * Conjunctions * Adverbials * Pronouns * Synonyms |
|  |  | Re-read what has been written to check it makes sense. | Planning and saying out loud what will be written. |  |  | | To use the correct tense and person. | Consider the difference between form and informal structures including subjunctive form. |
|  |  |  | Make simple additions, revisions and corrections to their own writing. |  |  | |  |  |
|  |  |  | Know how to use:  Statements  Questions  Exclamations  Commands |  |  | |  |  |
| Punctuation | Capital letters  Full stops | Capital Letters  Full Stops  !  Begin ? | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession. | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause. | | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause.  Brackets, dashes and commas to indicate parenthesis. | Capital letters  Full Stops  ? accurately  !  , for lists  Apostrophe for contraction and singular possession  Inverted commas  Apostrophe to mark plural possession.  Use commas after fronted adverbials.  Use commas following a reporting clause.  Brackets, dashes and commas to indicate parenthesis.  Commas for subordinate clauses  Commas for clarity  Semi colons  Colons  Dashes  Hyphens |
| Spelling | Some words are spelt correctly and others are phonetically plausible. | Use **some** regular **plural noun suffixes** –*s* or –*es* correctly [for example, *dog*, *dogs; wish*, *wishes*].  Use **some** suffixes that can be added to verbs where no change is needed in the spelling of root words correctly.  Can use the 40+ taught phonemes to spell some words correctly.  Can spell **some** common exception words.  Makes phonetically plausible attempts to spell some unknown words.  Spell the days of the week.  Name the letters of the alphabet in order.  Use letter names to distinguish between alternative spellings of the same sound. | Segment spoken words into phonemes and represent these by graphemes, spelling **many** correctly and making phonetically plausible attempts at others.  Formation of nouns using suffixes. –ness, -er / compound words.  Formation of adjectives using suffixes. (-ful / -less)  Suffixes –er / -est and –ly to turn adjectives into adverbs.  Spell **many** common exception words. | Spelling **some** of the Year 3/4 statutory spelling rules correctly and spell words with prefixes, suffixes (e.g. anti, auto and super).  Including **all** previously taught spellings.  Investigate word families. | Know the difference between plural and possessive –s.  Know standard English form. | | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]  Verb prefixes [for example, dis–, de–, mis–, over– and re–]  Year 5/6 spelling lists. | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].  Year 5/6 spelling lists. |
| Handwriting | Printed letter formation =. | Develop cursive script. | Cursive script. | Produce fluent, legible and joined handwriting. | Produce fluent, legible and joined handwriting. | | Maintain fluent, legible and joined handwriting. | Maintain fluent, legible and joined handwriting when writing at speed. |
| Vocabulary | Sentence  Letter  Capital letter  Word | Letter  Capital letter  Word  Singular  Plural  Sentence  Punctuation (see above) | Noun  Noun phrase  Adjective  Adverb  Verb  Statement  Question  Exclamation  Command  Compound  Suffix  Tense – past / present  Apostrophe  comma | Preposition  Conjunction  Word family  Prefix  Clause  Subordinate clause  Direct speech Consonant  Vowel  Inverted commas  Direct speech | Determiner  Pronoun  Possessive pronoun  Adverbial  Reporting clause | | Modal verb  Relative pronoun  Relative clause  Parenthesis  Bracket  Dash  Cohesion  Ambiguity | Subject  Object  Active  Passive  Synonym  Antonym  Ellipsis  Hyphen  Colon  Semi-colon  Bullet point |