



HORNCastle PRIMARY SCHOOL Subject Progression – Writing

Overall Purpose & Aims of English	<p>English has a pre-eminent place in education and society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literacy heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Pupils should be taught to control their speaking and writing consciously and to use Standard English. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.</p>		
Curriculum Drivers	Community	Creative Thinking	Confident and Resilient Learners
	<ul style="list-style-type: none"> Children are exposed to books from other cultures during the Power of Reading unit. Children will use this unit to create pieces of writing that teach them about the world around them. Themes explored in books include relationships, conflict etc. 	<ul style="list-style-type: none"> Children are given opportunities to ask questions about the books they read. They show curiosity about the characters they learn about. Children learn new and ambitious vocabulary, which supports them to write creatively. Children learn about and write for various genres. 	<ul style="list-style-type: none"> Children are given opportunities to perform in front of their peers, offering opportunities to build their confidence and self-esteem. During writing, children frequently proof-read their own writing and up-level their ideas. They respond to feedback and show determination to grow as writers.
Writing Purpose and Aims	<p>It is essential that teaching develops pupils' competence in the two dimensions for writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.</p>		
EYFS	<p>From birth, the development of fine and gross motor skills is crucial to enable a child to become a confident writer. From an early age, children learn gross motor skills to be able to control their bodies from the centre outwards and from the top downwards. They will learn to hold up their head and build up the trunk to enable walking. Soon afterwards, children learn arm and finger control and will begin exploring with their hands, eventually learning how to make the fine motor movements to write. Children will then strengthen their fine motor skills to manipulate writing equipment appropriately. This will include building up grip strength, pinch strength and eye to hand coordination.</p> <p>During Foundation Stage, children will be provided with opportunities to develop both their gross and fine motor skills. They will develop their co-ordination, control and movement through moving and handling activities, which involve the use of a range of equipment. This will be through a combination of adult-led activities and child-initiated play.</p> <p>Talking is the first stepping stone in a child becoming a writer. Building up vocabulary through role play, nursery rhymes and a wide range of story books enables a child to be exposed to a variety of language, which will help a child to build up their imagination and then begin to understand what they want to write. This will then enable a child to have confidence to begin to write it down.</p> <p>Writing comes as a gradual process. It begins with the mark-making process. Children can make marks in a variety of ways, whether that be making menus or writing their own shopping lists during child-initiated role play, or writing in more formal adult-led activities, including writing labels on a picture or writing a version of a familiar story. Children will also have access to a variety of funky fingers experiences, including using paint, playdough and junk modelling during child-initiated play. Children will then progress to making letter shapes, with children beginning to learn and recognise phonemes through a phonics scheme. These writing skills will then be scaffolded during adult-led activities to enable the children to understand how use the phonemes they have learnt to build words, and then build up sentences, therefore becoming confident writers.</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> - 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. <p>The table below outlines the most relevant Early Years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage to match the programme of study for writing.</p> <p>The most relevant Early Years outcomes for writing are taken from the following areas of learning:</p> <ul style="list-style-type: none"> - Communication and Language - Physical Development - Literacy - Expressive Arts and Design 		

	Writing: Transcription Spelling	Writing: Transcription Handwriting	Writing: Composition		Writing: Vocabulary, Grammar and Punctuation		Poetry and Performance
	Phonics and Spelling Rules	Letter Formation, Placement and Positioning	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Use of Phrases and Clauses	
	<p>3 and 4 years Literacy - Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <p>Reception</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. <p>ELG Literacy - Writing</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Physical development – 3 and 4 years -</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. 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. Shows a preference for a dominant hand. <p>Reception –</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG –</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>Literacy – 3 and 4 years -</p> <ul style="list-style-type: none"> Write some letters accurately. <p>Reception –</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. <p>ELG –</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<p>Communication and Language – 3 and 4 years –</p> <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Reception –</p> <ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Literacy – 3 and 4 years –</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. <p>Reception –</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. <p>ELG –</p> <p>Literacy – writing –</p> <ul style="list-style-type: none"> 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. <p>Expressive Arts and Design – 3 and 4 years –</p> <ul style="list-style-type: none"> Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc <p>Reception –</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. <p>ELG –</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers. 	<p>3 and 4 years –</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Reception –</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. <p>ELG Communication and Language – Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>3 and 4 years –</p> <ul style="list-style-type: none"> Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. <p>Reception –</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives <p>ELG –</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<p>3 and 4 years –</p> <ul style="list-style-type: none"> Use longer sentences of four to six words. <p>Reception –</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives <p>ELG –</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<p>Communication and language – 3 and 4 years –</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Reception –</p> <ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs <p>Expressive Arts and Design – 3 and 4 years –</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. <p>Reception –</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play <p>ELG – Literacy comprehension-</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Expressive arts –</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

	<p>Non Fiction – Reception –</p> <ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>ELG –</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types	Fiction	<p>All children are exposed to a wide range of genre through lessons across the curriculum, focussed reading lessons and story time.</p> <p>Once children are secure in their phonic ability and are able to decode accurately, we use The Power of Reading approach to teach the skills of reading and of writing fiction. Class teachers are required to choose 6 texts a year to work on. Within that there needs to be a picture book, a poetry unit and 4 other texts that link to the class projects wherever possible. These are mapped and tracked to ensure a wide range of genre coverage across each Key Stage/Phase. The approach merges many different teaching styles and strategies including: The classroom literacy environment, the role of reading aloud, book-talk, reading journals, role play and drama, readers' theatre, use of visual images and mapping. This immersion in a text leads to better outcomes for our children.</p> <p>The necessity to teach specific genres in each year group was removed in 2014</p>					
	Non-Fiction	<p>All children are exposed to a wide range of text types through lessons across the curriculum, focussed reading lessons and story time.</p> <p>We approach the teaching of non-fiction genres by using a whole school approach. All classes from Year 3-6 teach the same text type at the same time. One children have completed our Phonics programme, they are taught using this approach too We use SPAG is a driver to develop writing that is appropriate to the text type The teaching of SPAG is an explicit teaching sequence of the writing session that leads to practice and application in context – resulting in sustained outcomes, in writing. Class teachers provide over learning for children, provide opportunities for and stress the importance of children to practice these skills. Children are active engaged in the text and through teacher modelling and the use of a WAGOLL they learn, understand and use the features of the different text types. The practice and application in context lead to increased stamina and improved outcomes for our children</p> <p>The necessity to teach specific text types in each year group was removed in 2014</p>					

		Year 1	Year 2	Years 3&4	Years 5&6
All Year groups: handwriting should fit with the school's handwriting policy					
Transcription:	<p>Sit correctly and hold a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils should be taught to:</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>These objectives will be introduced in Year 3, and consolidated in Year 4</p> <p>Pupils should be taught to:</p> <p>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</p> <p>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].</p>	<p>These objectives will be introduced in Year 5, and consolidated in Year 6</p> <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	

	Transcription: Spelling	<p>Spell words containing 40+ learned phonemes.</p> <p>Spell common exception words (the, said, one, two)</p> <p>Spell the days of the week.</p> <p>Name letters of the alphabet in order.</p> <p>Use letter names to describe alternative spellings of the same sound, e.g. 'ai' not 'ay'.</p> <p>Add prefixes and suffixes, learning the rule for adding -s and -es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p> <p>Use the prefix un-.</p> <p>Use suffixes where no change to the spelling of the root word is needed: -ing, -ed, -er, -est</p> <p>For example: helping, helped, helper, eating, quicker, quickest.</p> <p>Use simple spellings rules and guidance. (English Appendix 1)</p> <p>Write simple sentences dictated by the teacher that include GPCs and Common Exception Words.</p>	<p>Spell by segmenting words into phonemes and represent them with the graphemes, spelling many correctly.</p> <p>Learn some new ways to represent phonemes, including a few common homophones.</p> <p>Spell common exception words correctly.</p> <p>Spell more contraction words (can't, don't).</p> <p>Add suffixes to spell longer words (-ment, -ly, -ness, -ful and -less).</p> <p>Use the possessive apostrophe. (singular) (for example, the girl's book)</p> <p>Distinguish between homophones and near-homophones.</p> <p>Use simple spellings rules and guidance. (English Appendix 1)</p> <p>Write simple sentences dictated by the teacher that include GPCs and Common Exception Words and punctuation taught so far.</p>	<p>In Year 3 the following objectives should be introduced, to be further consolidated in Year 4:</p> <p>Use prefixes and suffixes and understand how to add them. (English Appendix 1)</p> <p>Spell further homophones.</p> <p>Spell correctly often misspelt words. (English Appendix 1)</p> <p>Place the plural possessive apostrophe in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>These objectives will be introduced in Year 5 and consolidated in Year 6:</p> <p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>
		Year 1	Year 2	Years 3&4	Years 5&6
	Composition	<p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <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> <p>write for a range of purposes</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> •writing narratives about personal experiences and those of others (real and fictional) •writing about real events •writing poetry •writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> •planning or saying out loud what they are going to write about •writing down ideas and/or key words, including new vocabulary •encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> •evaluating their writing with the teacher and other pupils •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 •proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>These objectives will be introduced in Year 3, and consolidated in Year 4</p> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> •discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) •organising paragraphs around a theme • in narratives, creating settings, characters and plot •in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> •assessing the effectiveness of their own and others' writing and suggesting improvements •proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>	<p>These objectives will be introduced in Year 5, and consolidated in Year 6</p> <p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own •noting and developing initial ideas, drawing on reading and research where necessary •in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •precising longer passages •using a wide range of devices to build cohesion within and across paragraphs •using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> •assessing the effectiveness of their own and others' writing •proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •ensuring the consistent and correct use of tense throughout a piece of writing •ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Vocabulary, grammar and	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

		Year 1	Year 2	Years 3&4		Years 5&6	
SPAG (from English Appendix 2)	Word	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing</i>; <i>untie the boat</i>]</p>	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<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>
	Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p>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>)</p> <p>Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Use of the passive to affect the presentation of information in a sentence [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 subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]</p>
	Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>	<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 present perfect form of verbs 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>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>

	Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun 'I'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [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>Punctuation 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>
	Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter, vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>