**Writing Progression of Knowledge and Skills**

The national curriculum for English aims for pupils to:

* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

The national curriculum for writing at key stages 1 and 2 aims to ensure that all pupils develop competence in the following 2 dimensions:

* Transcription (spelling and handwriting)
* Composition (articulating ideas and structuring them in speech and writing)

In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

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 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.

**Writing Progression of Knowledge and Skills - EYFS**

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|  | **Reception - EYFS** | |
| **Communication and language** | Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  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.  Engage in story times. 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 carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | |
| **ELG (End of Reception expectation)** | **Listening, Attention and Understanding** | **Speaking** |
|  | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, 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. |
| **Literacy** | Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. | |
| **ELG (End of Reception expectation)** | **Writing** | |
|  | 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. | |

**Writing Progression of Knowledge and Skills – KS1**

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|  | Year 1 | Year 2 |
| Spelling | Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.  Spell words containing each of the 40+ phonemes already taught.  Spell some common exception words.  Spell the days of the week  Name the letters of the alphabet in order  Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.  Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs  Add prefixes and suffixes using the prefix un-.  Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest  Apply simple spelling rules and guidance, as listed in (English Appendix 1).  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.  Spell by 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.  Spell **most** common exception words  Spell **most** words with contracted forms  Spell by learning the possessive apostrophe (singular) e.g. the girl's book.  Spell by distinguishing between homophones and near-homophones.  Add suffixes to spell **most** longer words correctly (e.g. -ment, -ness, - ful, -less, -ly).  Apply spelling rules and guidance, as listed in (English Appendix 1).  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |
| End of Key Stage Expectations (taken from the National Curriculum) | **Spell:**   * + words containing each of the 40+ phonemes already taught   + common exception words   + the days of the week   + name the letters of the alphabet:   + naming the letters of the alphabet in order   + using letter names to distinguish between alternative spellings of the same sound   + add prefixes and suffixes:   + using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs   + using the prefix un–   + 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]   + apply simple spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)   + write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Spell by:   * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones * learning to spell common exception words * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly * apply spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far |
|  | Year 1 | Year 2 |
| Handwriting | Sit correctly at a table, holding a pencil comfortably and correctly.  Form lower-case letters in the correct direction, starting and finishing in the right place.  Form capital letters.  Form digits 0-9.  Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. | Form lower-case letters of the correct size relative to one another in **most** of his/her writing.  Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.  Use the diagonal and horizontal strokes needed to join letters.  Understand which letters, when adjacent to one another, are best left unjoined.  Write 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. |
| End of Key Stage Expectations (taken from the National Curriculum) | * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (ie. letters that are formed in similar ways) and to practise these | * form lower-case letters of the correct size relative to one another * 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 * write 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 |
|  | Year 1 | Year 2 |
| Composition | Write sentences by saying out loud what he/she is going to write about.  Compose and write sentences independently to convey ideas.  Write sentences, sequencing them to form short narratives (real or fictional)  Write sentences by re-reading what he/ she has written to check that it makes sense  Discuss what he/she has written with the teacher or other pupils.  Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. | Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).  Write about real events, recording these simply and clearly.  Write poetry to develop positive attitudes and stamina for writing  Write for different purposes to develop positive attitudes and stamina for writing.  Write effectively and coherently for different purposes, drawing on his/ her reading to inform the vocabulary and grammar of his/her writing.  Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about  Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.  Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence  Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils.  Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.  Read aloud what he/she has written with appropriate intonation to make the meaning clear. |
| End of Key Stage Expectations (taken from the National Curriculum) | * write sentences by:   + saying out loud what they are going to write about   + composing a sentence orally before writing it   + sequencing sentences to form short narratives   + re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read their writing aloud, clearly enough to be heard by their peers and the teacher | * develop positive attitudes towards and stamina for writing by:   + writing narratives about personal experiences and those of others (real and fictional)   + writing about real events   + writing poetry   + writing for different purposes   + consider what they are going to write before beginning by:   + 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   + make simple additions, revisions and corrections to their own writing by:   + evaluating their writing with the teacher and other pupils   + rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form   + proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)   + read aloud what they have written with appropriate intonation to make the meaning clear |
|  | Year 1 | Year 2 |
| Vocabulary, Grammar and Punctuation | Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.  Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.  Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.  Understand how words can combine to make sentences.  Join words and clauses using and  Separate words with spaces  Use capital letters and full stops to demarcate sentences in some of his/her writing.  Begin to punctuate work using question marks and exclamation marks.  Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. | Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.  Form adjectives using suffixes such as -ful, -less.  Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.  Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses  Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.  Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  Use present and past tense mostly correctly and consistently  Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.  Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.  Use question marks and exclamation marks appropriately  Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.  Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma. |
| End of Key Stage Expectations (taken from the National Curriculum) | * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   + 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) * use the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing | * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   + learning how to use both familiar and new punctuation correctly - see [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   + learn how to use:   + 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   + some features of written Standard English * use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing |

**Writing Progression Map - Lower Key Stage 2**

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|  | Year 3 | Year 4 |
| Spelling | Use the prefixes un-, dis-, mis-, re-, pre-.  Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.  Use the suffix -ly.  Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.  Spell words with endings which sound like 'zhun' e.g. division, decision  Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/ piece, plain/plane.  Spell words that are often misspelt (English Appendix 1).  Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.  Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.  Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.  Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine  Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they  Use the first two or three letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.  Understand and add suffixes -ation, -ous.  Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.  Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).  Spell words with the 's' sounds spelt 'sc' e.g. science, scene.  Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  Use the first three or four letters of a word to check its spelling in a dictionary.  Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. |
| End of Key Stage Expectations (taken from the National Curriculum) | Spelling (see English Appendix 1)   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | |
|  | Year 3 | Year 4 |
| Handwriting | Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.  Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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. | 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.  Increase the legibility, consistency and quality of his/her handwriting e.g. 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. |
| End of Key Stage Expectations (taken from the National Curriculum) | Handwriting   * 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 * 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]. | |
|  | Year 3 | Year 4 |
| Composition | Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.  Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).  Draft and write by organising writing into paragraphs as a way of grouping related material.  Draft and write in narratives, creating settings, characters and plot.  Draft and write non-narrative material, using headings and subheadings to organise texts.  Evaluate and edit by assessing the effectiveness of his/her own writing.  Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.  Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.  Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.  Plan his/her writing by discussing and recording ideas.  Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).  Draft and write by organising paragraphs around a theme.  Draft and write non-narrative material, using simple organisational devices.  Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.  Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| End of Key Stage Expectations (taken from the National Curriculum) | Composition  Plan their writing by:   * 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   Draft and write by:   * 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]  Evaluate and edit by:   * 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 * proof-read for spelling and punctuation errors * 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 | |
|  | Year 3 | Year 4 |
| Vocabulary, Grammar and Punctuation | Form nouns using a range of prefixes e.g. super-, anti-, auto-.  Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box  Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.  Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.  Begin to use paragraphs as a way to group related material.  Use headings and sub-headings to aid presentation.  Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.  Begin to use inverted commas to punctuate direct speech.  Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks'). | Understands the grammatical difference between plural and possessive -s.  Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.  Use fronted adverbials e.g. Later that day, I heard the bad news.  Use paragraphs to organise ideas around a theme.  Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.  Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  Use commas after fronted adverbials.  Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial. |
| End of Key Stage Expectations (taken from the National Curriculum) | Vocabulary, punctuation and grammar  Develop their understanding of the concepts set out in English Appendix 2 by:   * 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   Indicate grammatical and other features by:   * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading | |

**Writing Progression Map - Upper Key Stage 2**

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|  | Year 5 | Year 6 |
| Spelling | Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.  Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.  Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.  Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.  Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.  Spell some words with 'silent' letters e.g. knight, psalm, solemn.  Spell some of the year 5 and 6 words correctly (English Appendix 1).  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).  Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  Use a thesaurus. | Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.  Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.  Distinguish between homophones and other words which are often confused English Appendix 1.  Use dictionaries to check the spelling and meaning of words.  Spell most of the year 5 and 6 words correctly (English Appendix 1)  Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).  Use a thesaurus with confidence. |
| End of Key Stage Expectations (taken from the National Curriculum) | Spelling (see English Appendix 1)   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often confused * 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 * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus | |
|  | Year 5 | Year 6 |
| Handwriting | Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Write increasingly legibly. | Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.  Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. |
| End of Key Stage Expectations (taken from the National Curriculum) | Handwriting and presentation  Write legibly, fluently and with increasing speed by:   * 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. | |
|  | Year 5 | Year 6 |
| Composition | Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.  Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.  Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.  Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).  Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.  Draft and write by précising longer passages.  Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.  Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.  Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.  Use different verb forms mostly accurately with consideration for audience and purpose.  Evaluate and edit by assessing the effectiveness of his/her own and others' writing.  Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).  Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.  Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.  Proof-read for spelling errors linked to spelling statements for year 5.  Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.  Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).  Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.  Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.  Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).  Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).  Draft and write narratives, describing settings, characters and atmosphere.  Integrate dialogue to convey character and advance the action.  Draft and write by accurately précising longer passages.  Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.  Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables.  Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.  Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).  Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.  Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.  Distinguish between the language of speech and writing and choosing the appropriate register.  Proof-read for spelling errors linked to spelling statements for year 6.  Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.  Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| End of Key Stage Expectations (taken from the National Curriculum) | Composition  Plan their writing by:   * 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   Draft and write by:   * 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 * précising 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]   Evaluate and edit by:   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors | |
|  | Year 5 | Year 6 |
| Vocabulary, Grammar and Punctuation | Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify  Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.  Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.  Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.  Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.  Use brackets, dashes or commas to indicate parenthesis.  Use commas to clarify meaning or avoid ambiguity.  Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity. | Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.  Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.  Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).  Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.  Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.  Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.  Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.  Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.  Use the colon to introduce a list and semi-colons within lists.  Use bullet points to list information.  Understand how hyphens can be used to avoid ambiguity e.g. man-eating shark versus man-eating shark, or recover versus re-cover.  Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.  Use the perfect form of verbs to mark relationships of time and cause.  Use expanded noun phrases to convey complicated information concisely.  Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. |
| End of Key Stage Expectations (taken from the National Curriculum) | Vocabulary, Grammar and Punctuation  Develop their understanding of the concepts set out in English Appendix 2 by   * 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   Indicate grammatical and other features by:   * 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 * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | |

**Key**

Sonar Statements

National Curriculum

Early Learning Goals