



Osmotherley CP Primary School Writing Curriculum 2020/21

“If you want to be a writer, you must do two things above all others: read a lot and write a lot.” – Stephen King

Writing Rationale

At Osmotherley Primary School, we know that quality teaching of early reading is vital to ensure that children develop competence, fluency and automaticity when recognising familiar words and decoding unfamiliar words. We also know that providing regular opportunities to encourage speaking and listening and the development of vocabulary through reading and discrete teaching is essential for the development of writing. As soon as children start in Reception at Osmotherley School, phonics is taught systematically and continues on a daily basis throughout Key Stage 1. Children at the school learn to read and write following the systematic synthetic phonics programme, ‘Letters and Sounds’.

Children learn the 42 sounds of the English language and then develop reading and writing skills by learning to blend the sounds together and to segment words into those sounds. From Year 2 onwards, or as soon as phonics knowledge is embedded, the children learn to spell sequentially by following the Read, Write Inc spelling programme.

Handwriting is taught following the Penpals programme and children are taught to join letters in Year 1.

Spelling, grammar and punctuation are taught sequentially, building on prior knowledge with clear end points for each year group ensuring that all programmes of study for writing from the National Curriculum (2014). The curriculum is engaging so that the children are motivated to write. Deliberate practise is planned and every opportunity is taken to practise writing in other areas of the curriculum and recalls of knowledge at 2 weeks, 6 weeks and 12 weeks help the children to transfer their knowledge into their long term memory so that they know more, remember more and be able to do more.

Teachers at Osmotherley Primary School are ambitious and determined in their approach to teaching writing. There is an expectation that all children will be fluent in joined handwriting by at least the end of KS1. Any children who are experiencing difficulties in handwriting, spelling or grammar are identified early and given extra help so that they can keep up with the learning of their peers.

Intent

At Osmotherley Primary School, reading and writing knowledge, skills and ideas are the focus in KS1. We believe that 'reading is the answer' and we endeavour to promote a love of reading across the school. Our English curriculum is planned to ensure that knowledge and skills are sequenced and develop incrementally. New knowledge builds on prior learning. Deliberate practise is planned to ensure that opportunities to practise reading are identified in all curriculum subjects. Meaningful connections are made between subjects and these links encourage engagement and creativity across the curriculum.

Teachers across the school have strong subject knowledge and are well trained in the most up to date teaching of phonics and early reading. This helps the children to make rapid progress towards expected standards and achieve their potential.

It is our aim that pupils are able to read at an age appropriate level of fluency (unless it is otherwise justifiable) so all pupils can access the curriculum and are not falling behind their peers.

The English curriculum at Osmotherley School is based on the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. Social disadvantage and injustice is addressed ensuring that all pupils have their entitlement to a cultural capital and become educated citizens.

EYFS (content taken from Early Adopters EYFS Profile Handbook)

Literacy

Writing

ELG Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

English National Curriculum Purpose of Study 2014

Purpose of Study

English has a pre-eminent place in education and in 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.

Aims

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 literary 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Programme of Study

Writing

The programmes of study for writing at key stages 1 and 2 consist of 2 dimensions (similarly to those for reading):

- transcription (spelling and handwriting)

- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions.

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 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.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. 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. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

A non-statutory Glossary is provided for teachers. Throughout the programmes of study, 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.

Year 1 Programme of Study

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

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

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

Y1 Writing – Transcription

Pupils should be taught to:

- **spell** (See English Appendix 1):
 - 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 and 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

- **write from memory simple sentences** dictated by the teacher that include words using the GPCs and common exception words taught so far

Y1 Writing – Handwriting

Pupils should be taught to:

- 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’ (i.e. letters that are formed in similar ways) and to practise these

Writing- Composition

Pupils should be taught to:

- **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 aloud their writing clearly enough to be heard by their peers and the teacher.

Y1 Writing- Vocabulary, Grammar and Punctuation

Pupils should be taught to: ♣

- **develop their understanding of the concepts set out in English Appendix 2 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
- **use the grammatical terminology in English Appendix 2 in discussing their writing.**

Year 2

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

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

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

Y2 Programme of Study

Y2 Writing – Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- **spell by:**
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - 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
 - 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
- **write from memory simple sentences** dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Y2 Writing – Handwriting

Pupils should be taught to:

- 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 un-joined
- 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.

Y3 Writing – Composition

Pupils should be taught to:

- **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
 - 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]
- **read aloud what they have written with appropriate intonation to make the meaning clear.**

Y2 Writing- Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
 - 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)
- **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
 - some features of written Standard English

- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Lower Key Stage 2 (Year 3 and 4)

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

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

LKS2 Programme of Study

Y3/4 Writing- Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- 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.

Y3/4 Writing – Handwriting

Pupils should be taught to:

- 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].

Y3/4 Writing – Composition

Pupils should be taught to:

- 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.

Y3/4 Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- 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

Upper Key Stage 2

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

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

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

UKS2 Programme of Study

Y5/6 Writing- Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- 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.

Y5/6 Writing - Handwriting and presentation

Pupils should be taught to:

- 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.

Y5/6 Writing - Composition

Pupils should be taught to:

- 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

Y5/6 Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- 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

Implementation

How Writing will be taught at Osmotherley School?

- Planning demonstrates substantive and disciplinary knowledge and the opportunity for creativity.
- There is greater emphasis on reading and writing in KS1.
- Teachers have received up to date training in teaching phonics
- Teachers plan opportunities for practising writing in all curriculum areas

- Fostering a love of reading is a school priority to ensure that the children are experience to a range of genres and build a wide vocabulary that they will be able to use in their own writing (e.g. daily whole class reading, author visits, recommended read baskets, journalism club).
- Vocabulary to develop disciplinary knowledge is introduced across the curriculum. At the start of each unit, a knowledge mat is sent home for parents to share with their children and vocabulary that is expected to be remembered is highlighted. This vocabulary is revisited 2, 6 and 12 weeks after the unit through low stakes quizzes to ensure that the vocabulary is embedded in long term memory.
- Children learn to read and write using the Letters and Sounds systematic phonics programme
- From Y2 the systematic Read Write Inc spelling programme is followed
- Spelling, grammar and punctuation are taught in steps that build on prior learning to ensure progression. Teachers plan for deliberate practise and recalls at 2, 6 and 12 weeks are set to check that knowledge has transferred to the long term memory so that children know more, remember more and can do more.
- Writing is taught through a writing sequence: Children are immersed in a genre and analyse texts of that genre. They plan their own writing and then write drafts which are reviewed and edited before writing the final draft.
- Every day, in both classes, a child, who has tried their best or shown improvement in writing, is allowed to take the class 'Writing Wolf' home (not during the pandemic)
- Displays around the school support spelling and celebrate children's writing

Parental Involvement

At Osmotherley School, we invite parents to termly open mornings and half-termly celebration assemblies where they can see their children's writing or hear it being read out. Parents of children in EYFS and KS1 can view their children's writing through Tapestry and Seesaw.

Writing Curriculum Progression and End Points

Early Years	Key Stage 1	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
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Expected by end of Reception year	Year 1 Expected by end of Y1	Year 2 Expected by end of Y2	Years 3 and 4 Expected by end of Year 4	Years 5 and 6 Expected by end of Y6
- Transcription				

<p>Sit correctly</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Say Letter names (phonics)</p> <p>Spell own name</p>	<p>Know the letters of the alphabet: naming the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound</p> <p>dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Know how to spell words containing each of the 40+ phonemes already taught</p> <p>Know how to spell common exception words</p> <p>Know how to spell the days of the week</p> <p>Know how to add prefixes and suffixes: -s or -es (as the plural marker for nouns and the third person singular marker for verbs) - the prefix un- -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Know how to apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences</p>	<p>Know how to segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Know 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</p> <p>Know how to spell common exception words</p> <p>Know how to spell more words with contracted forms</p> <p>Understand the possessive apostrophe (singular)</p> <p>Know how to distinguish between homophones and near-homophones</p>	<p>Know how to use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Know how to spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Know how to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Know how to use the first two or three letters of a word to check its spelling in a dictionary</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>Know how to use dictionaries to check the spelling and meaning of words</p> <p>Know how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Know how to use a thesaurus.</p>
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Handwriting					
Form letters correctly: lowercase /uppercase Form digits 1-9 correctly	Know how to join all letters and know the letters that should be un-joined Know how to form lower-case letters in the correct direction, starting and finishing in the right place understand which letters belong to which handwriting 'families'	Know how to form lower-case letters of the correct size relative to one another Know how to use the diagonal and horizontal strokes needed to join most letters and understand which letters, when adjacent to one another, are best left un-joined Know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Know how to use spacing between words that reflects the size of the letters.	Know how to use the diagonal and horizontal strokes that are needed to join all letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting	Know how to write legibly, fluently and with increasing speed	
Composition					
Write labels, lists, And captions	Understand sentence construction	Plan before writing with support	Plan before writing		
Write simple phrases and sentences	Orally rehearse before writing	Write narrative	Write narrative understand the language and structure/write	Write narrative including hyperbole,	Write narrative including:

	<p>Write short narratives</p> <p>-Traditional Tales</p> <p>-Stories with a familiar setting</p> <p>Write informal letters writing</p>	<p>Write a non-chronological report</p> <p>Write poems including rhyming words</p> <p>Know features of stories from other cultures</p> <p>Know features of leaflets about issues</p> <p>Know books by a significant author</p> <p>Year A</p> <p>Year B</p>		onomatopoeia, metaphor and personification	<p>-different inference techniques</p> <p>-an extended metaphor</p> <p>-questions to draw the reader in</p>
			Know the features of non-chronological reports / write non-chronological reports		
			Understand the structure of poems including rhyming couplets/ write	Understand the structure of poems including metaphor	Understand the structure of poems including extended figurative language
			Know the work of a significant author		
			Year A	Year B	Year C
		<p>Know the features of myths and legends/ write</p> <p>Know the features of a one-side argument/ write</p> <p>Know the features of biography/ write</p> <p>Know the features of diary writing/ write</p>	<p>Know the features of mystery stories/ write</p> <p>Know the features of historical stories/ write</p> <p>Know the features of stories from other cultures/ write</p> <p>Know the features of newspaper reports/ write</p> <p>Know the features of a balanced argument/write</p>		
Plan, draft, retelling and edit verbally with an adult	Know how to plan, draft, retell and edit Read writing own aloud	Know how to plan, draft, retell and edit Read own writing aloud			
Vocabulary, Grammar and Punctuation					

<p>Write with spaces between words</p>	<p>Write with spaces between words</p>	<p>Write simple and compound sentences</p> <p>Know the 4 sentence types: exclamations/ questions/ commands</p> <p>Write basic complex sentences</p>	<p>Know word and sentence types</p> <p>Know how to use paragraphs</p>	<p>Know word and sentence types</p> <p>Know how to use fronted adverbials</p> <p>Know how to use pronouns and possessive pronouns</p> <p>Understand the meaning of main clause and subordinate clause</p> <p>Know how to use paragraphs</p>	<p>Know how to write direct and indirect speech</p> <p>Know how to use adverbs and modal verbs</p> <p>Know how to write a subordinate clause</p> <p>Know how to write a relative clause</p> <p>Know how to write a range of sentence structures</p> <p>Know how to use cohesion within a paragraph</p> <p>Know how to use cohesion across paragraphs (adverbials for time, place and number)</p> <p>Know how to choose the correct tense</p>	<p>Know and use structures for informal speech and formal speech</p> <p>Know how to use the subjunctive form</p> <p>Know how to use passive and active verbs</p> <p>Know how to use the correct subject and verb agreement when using singular and plural</p> <p>Know how to use a wider range of adverbials</p> <p>Know how to use the perfect form of verbs</p>
<p>Know how write using capital letters and full stops</p>	<p>Know how to use capital letters and full stops</p> <p>Know how to use question marks</p> <p>Know how to use exclamation marks</p>	<p>Know how to use question marks</p> <p>Know how to use exclamation marks</p> <p>Know how to use commas to punctuate lists</p> <p>Know how to use apostrophes for contracted forms</p>	<p>Know how to use speech marks</p>	<p>Know how to use apostrophes (singular and plural)</p> <p>Know how to use speech marks and commas</p>	<p>Know how to use commas</p> <p>Know how to use hyphens to join words</p> <p>Know how to use brackets, dashes or commas to indicate parenthesis</p>	<p>Know how to use hyphens</p> <p>Know how to use colons and semi-colons</p> <p>Know how to use dashes</p> <p>Know how to use Bullet points</p>

		Know how to use apostrophes for possession (singular)				Know how to use ellipsis for cohesion
	<p>Understand, identify and use:</p> <ul style="list-style-type: none"> -Nouns -Adjectives -Verbs -Noun phrases -Conjunctions -Proper nouns -Singular and plural -Tense 	<p>Understand, identify and use:</p> <ul style="list-style-type: none"> -Common nouns -Proper nouns -Noun phrases -Imperative verbs -Vowels and consonants -Adverbs -Co-ordinating conjunctions -Subordinating conjunctions 	<p>Understand, identify and use:</p> <ul style="list-style-type: none"> -Noun/ pronoun -a/an -Adverb -Prepositions -Subordinate clause -Perfect tense 	<p>-Understand, identify and use:</p> <ul style="list-style-type: none"> -Standard English (verbs) -Determiners and articles 		