



Year Group	Composition	Grammar and Punctuation	Spelling	Physical Development	Communication and Language
<u>FS1</u>	<ul style="list-style-type: none">- Use some of their print and letter knowledge in their early writing (shopping lists)- Write some or all of their name.- Write some letters accurately.- Write some or all of their name.		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">- count or clap syllables in a word- spot and suggest rhymes- recognise words with the same initial sound-	<p><u>Physical Development</u></p> <ul style="list-style-type: none">- Use large-muscle movements to wave flags and streamers, paint and make marks.- Increasingly be able to remember sequences and patterns of movements which are related to music and rhythm.- Use one handed tools and equipment.- Show a preference for a dominant hand.- Use a comfortable grip with good control when holding pens and pencils.	<ul style="list-style-type: none">- Engage in extended conversations about stories, learning new vocabulary.- Listen with increased attention to sounds.- Pay attention to more than one thing at a time.- Understand a question or instruction that has two parts such as 'get your coat and wait at the door'.- Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'.- Know many rhymes, be able to talk about familiar books and be able to tell a long story.- Use a wider vocabulary.- Sing a large repertoire of songs.- Start a conversation with an adult or a friend and continue it for many turns.- 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.

					<ul style="list-style-type: none"> - Use longer sentences of four to six words. Use talk to organise themselves and their play. Understand 'why' questions like 'Why do you think the caterpillar got so fat?' - Develop their pronunciation but may have problems saying: some sounds – r, j, th, ch, sh. - Enjoy listening to longer stories and can remember much of what happens. - Develop their pronunciation but may have problems saying: multi-syllabic words – pterodactyl.
<u>FS2</u>	<ul style="list-style-type: none"> - Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. - Re-read what they have written to check that it makes sense. 		<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondence. - Spell words by identifying the sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> - Form lower case and capital letters correctly <p><u>Physical Development</u></p> <ul style="list-style-type: none"> - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons). - Develop the foundations of a handwriting style which is fast, 	<ul style="list-style-type: none"> - Learn new vocabulary - Use new vocabulary through the day - Develop social phrases - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs. - Use new vocabulary in different contexts. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Understand how to listen and why listening is important.

				accurate and efficient.	<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.- Describe events in some detail.- Ask questions to find out more and to check they understand what has been said to them.- Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.- 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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 1</u>	<ul style="list-style-type: none"> - rehearse sentences orally before writing <ul style="list-style-type: none"> • With guidance, says the sentence aloud before writing it down. - sequence sentences to form short narratives - sequence sentences to write some information <ul style="list-style-type: none"> • Writes a few sentences in sequential order to write a simple story or information writing. • Sequence makes sense. - 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. 	<ul style="list-style-type: none"> - leaving spaces between words - begin to co-ordinate ideas in sentences e.g. using the conjunction 'and' <ul style="list-style-type: none"> • Uses 'and' to join ideas together. • May use other coordinating conjunctions e.g. but, or. - begin to show sentence boundaries with a <i>CL</i> and <i>FS</i>, <i>QM</i> or <i>EM</i> - sometimes use <i>CL</i> to indicate names of people, places, days of the week or the pronoun 'I' 	<p><u>Revision of FS2</u></p> <ul style="list-style-type: none"> - all letters of the alphabet and the sounds which they most commonly represent - consonant digraphs which have been taught and the sounds which they represent - vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught <p><u>Year 1 Focus</u></p> <p>Words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> - common exception words - the days of the week <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - letter - capital letter - word - singular - plural - sentence - punctuation - full stop - question mark - exclamation mark

			<p>person singular marker for verbs</p> <ul style="list-style-type: none"> • 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] <ul style="list-style-type: none"> - apply simple spelling rules and guidance - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 		
	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 2</u>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - write simply and clearly about stories and real events • Writes a simple sequential narrative which can be understood, both fictional and real. - writing poetry - writing for different purposes <p>Consider what they are going to write before beginning:</p> <ul style="list-style-type: none"> - rehearse sentences orally first • routinely says sentences aloud before writing. 	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <ul style="list-style-type: none"> • Sometimes uses <i>because, when and if.</i> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <ul style="list-style-type: none"> • Uses adjectives to describe nouns – sometimes independently. <ul style="list-style-type: none"> - demarcate most sentences with <i>CL</i> and <i>FS</i>, and with some use of <i>? !</i> when required • Has grasped the unit of a sentence throughout writing and demarcates mostly correctly. 	<ul style="list-style-type: none"> - 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 • Independent writing shows that many CE words are correct. - learning to spell more words with contracted forms 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - noun - noun phrase - statement - question - exclamation - command - compound - suffix - adjective - adverb - verb tense (past, present) - apostrophe - comma

	<ul style="list-style-type: none"> - write down ideas and/or key words, including new vocabulary - think about what they want to say, sentence by sentence <p>Develop the skills of editing by:</p> <ul style="list-style-type: none"> - Make simple additions, changes and corrections to their writing - evaluate their writing with the teacher and other pupils - re-read to check that their writing makes sense and that verbs are used correctly and consistently - proof read to check for errors in spelling, grammar and punctuation <ul style="list-style-type: none"> • With reminders, checks sense of sentences, checks spellings and punctuation; sometimes improves words or phrases. 	<ul style="list-style-type: none"> • Uses some ? ! when required. <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing. <ul style="list-style-type: none"> • In past tense when writing a story or report. • Knows the difference between past and present. - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. - Commas to separate items in a list. - some features of written Standard English 	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling. <ul style="list-style-type: none"> - learning the possessive apostrophe (singular) [for example, the girl's book] <ul style="list-style-type: none"> • Uses apostrophe for singular possession on occasion. - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>another and to lower case letters</p> <ul style="list-style-type: none"> - use spacing between words that reflects the size of the letters. 	
	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 3</u>	<ul style="list-style-type: none"> - independently use some features of the selected form appropriate to audience, purpose and context <ul style="list-style-type: none"> • Writes a simple story, letter, information report and recount of personal experience using some appropriate features, with guidance and occasional support 	<ul style="list-style-type: none"> - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - extend range of sentences with more than one clause by using a wider range of conjunctions <ul style="list-style-type: none"> • including when, if, because, although - Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them <ul style="list-style-type: none"> • Revise suffixes -ed, -ing, -er, -est, -ness, -ment, -ful, -less • Learn suffixes -ly, ally, -ation, sion, tion • Learn prefixes Un-, dis, mis-, re-, super-, anti-, sub, auto-, inter-, in-, il-, im-, ir- - spell simple homophones 	<ul style="list-style-type: none"> - Use the diagonal strokes needed to join letters - Use the horizontal strokes needed to join letters - Understand which letters are best left unjoined 	<ul style="list-style-type: none"> - Conjunction - determiner - word family - prefix - clause - subordinate clause - direct speech - consonant - vowel - inverted commas (or 'speech marks').

	<ul style="list-style-type: none"> - Discuss similar writing/texts in order to learn new ideas for structure, vocabulary and grammar <ul style="list-style-type: none"> • apply some ideas from their reading into their writing - discuss and record ideas informally before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures <ul style="list-style-type: none"> • Sentences are becoming varied in length and construction, using different conjunctions - introduce use of paragraphs linked to themes in writing <ul style="list-style-type: none"> • With guidance, writing is becoming organised, with similar information grouped together – sometimes in paragraphs. - in narratives, create settings, characters and plot <ul style="list-style-type: none"> • Writes narrative accounts in clear sequence e.g. order of events or story plot. Uses picture or diagram. - in non-narrative, use simple organisational devices <ul style="list-style-type: none"> • headings and subheadings - mostly demarcate sentences correctly, including some use of inverted commas to record direct speech 	<ul style="list-style-type: none"> - Choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity <ul style="list-style-type: none"> • When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'. 	<ul style="list-style-type: none"> • there, their, they're to, two, too where, wear - spell further homophones <ul style="list-style-type: none"> • ball/bawl break/brake groan/grown fair/fare heel/heal grate/great berry/bury hear/here - spell words that are often misspelt - The /ɪ/ sound spelt y elsewhere than at the end of words <ul style="list-style-type: none"> • myth, gym, Egypt - The /u/ sound spelt ou <ul style="list-style-type: none"> • young, touch, double These words should be learnt as needed. - Words with the /ei/ sound spelt ei, eigh, or ey <ul style="list-style-type: none"> • vein, weigh, eight - 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. 	<ul style="list-style-type: none"> - Increase legibility of handwriting - Increase consistency of handwriting e.g. parallel ascenders & descenders - Increase quality of handwriting - Use joined up handwriting throughout their independent work. 	
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	<ul style="list-style-type: none"> • Punctuation of sentences is usually correct (<i>CL, FS, ?, ! “ ”</i>) - assess the effectiveness of own and others' writing - suggest improvements <ul style="list-style-type: none"> • changes to grammar and vocabulary with support - proof read for spelling and punctuation errors - read aloud to a group or whole class <ul style="list-style-type: none"> • begin to control their tone and volume so that meaning is clear. 				
	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 4</u>	<ul style="list-style-type: none"> - demonstrate an understanding of a range of taught text type - write appropriately to audience, purpose and context <ul style="list-style-type: none"> • After initial prompt and usually with guidance, shows correct features and purpose of a story, letter, poem, non-chronological report and personal recount. 	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions <ul style="list-style-type: none"> • including <i>as, although, while, after, before, until, since</i> - Begin to use the present perfect form in contrast to the past tense e.g. I have read three books by that author; the librarian 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them <ul style="list-style-type: none"> • Revise suffixes -ly, ily, ally, -ation, sion, tion • Learn Suffixes -sion, -tion, -ssion, -ation, -cian, -ous, -ture, -sure, -gue, -que • Revise prefixes 	<ul style="list-style-type: none"> - Use the diagonal strokes needed to join letters - Use the horizontal strokes needed to join letters - Understand which letters are best left unjoined - Increase legibility of handwriting 	<ul style="list-style-type: none"> - pronoun - possessive pronoun - adverbial - apostrophe - fronted adverbial - preposition - present perfect - expanded noun phrases - plural possession - verb inflections

	<ul style="list-style-type: none"> - discuss and record ideas informally before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures <ul style="list-style-type: none"> • Sentences are becoming varied in length and construction, using different conjunctions - use paragraphs logically to group information around a theme <ul style="list-style-type: none"> • After initial prompt and with growing independence, shows evidence of organising information into paragraphs. - in non-narrative writing, use simple organisational devices <ul style="list-style-type: none"> • Knows and uses title and subheadings where required. - create and describe characters, setting and plot, e.g. through expanded noun phrases - select nouns and pronouns for clarity and to avoid repetition <ul style="list-style-type: none"> • Automatically chooses correct pronouns to avoid repeating names e.g. in story and recount. - use age-appropriate punctuation mostly accurately 	<p style="text-align: center; color: red;">has told me the new title will be in shortly</p> <ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials - Apostrophes to mark plural possession <ul style="list-style-type: none"> • e.g. the girl's name, the girls' names - using and punctuating direct speech <ul style="list-style-type: none"> • e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <ul style="list-style-type: none"> • the teacher expanded to: the strict maths teacher with curly hair. 	<p style="text-align: center; color: red;">Un-, dis, mis-, re-, in-, il-, im-, ir-</p> <ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words of more than one syllable <ul style="list-style-type: none"> • forget/forgetting • garden/gardener - Words with the /k/ sound spelt ch <ul style="list-style-type: none"> • ache, character - a 'c' pronounced /s <ul style="list-style-type: none"> • choice, mice, race - 'ch' spelling pattern pronounced /sh/ <ul style="list-style-type: none"> • chalet, chef, quiche - Words with the /s/ sound spelt sc <ul style="list-style-type: none"> • ascent, scent, scientist, muscle - Missing letters and possessive apostrophes - Homophones and near homophones <ul style="list-style-type: none"> • vain/vein rain/rein/reign sun/son aloud/allowed father/farther cereal/serial paws/pause paw/poor/pour/pore weather/whether by/bye/buy there/they're/their to/too/two 	<ul style="list-style-type: none"> - Increase consistency of handwriting e.g. parallel ascenders & descenders - Increase quality of handwriting - Use joined up handwriting throughout their independent work 	
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	<p>verbals; possessive apostrophe for direct speech</p> <ul style="list-style-type: none"> - mostly control tenses, including use of the present perfect <ul style="list-style-type: none"> • e.g. she has had; I've taken; they've gone - assess the effectiveness of own and others' writing - suggest improvements <ul style="list-style-type: none"> • changes to grammar and vocabulary with support - proof read for spelling and punctuation errors - read aloud to a group or whole class <ul style="list-style-type: none"> • begin to control their tone and volume so that meaning is clear. 				
	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 5</u>	<p>Planning</p> <ul style="list-style-type: none"> - Identify audience and purpose - Select appropriate form <ul style="list-style-type: none"> • e.g. <i>An information leaflet for fellow pupils offering guidance on a new sport.</i> • First person in diary, writing to persuade, informal letter to friend. - Note and develop initial ideas, drawing on research and reading - Consider how authors develop characters and settings <p>Drafting</p>	<ul style="list-style-type: none"> - Begin to use expanded noun phrases to convey information - Use model verbs or adverbs to indicate degrees of possibility - Uses adverbials for cohesion. <ul style="list-style-type: none"> • e.g. there might be ... it could be ... we may be ... sometimes... possibly... occasionally. - Begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun <ul style="list-style-type: none"> • more evident in discrete grammar work than independent writing. 	<ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them <ul style="list-style-type: none"> • Revise Suffixes -ly, -ation, -tion, -cian, -ally, -ily, -ous • Revise Prefixes Re-, dis-, mis-, sub-, anti- - Continue to distinguish between homophones and other words which are often confused advise/advice device/devise licence/license practice/practise prophecy/prophesy 	<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. 	<ul style="list-style-type: none"> - modal verb - relative pronoun - relative clause - parenthesis - bracket - dash - cohesion - ambiguity

	<ul style="list-style-type: none"> - Select appropriate grammar and vocabulary, showing how meaning can be enhanced - Describe settings, characters and atmosphere <ul style="list-style-type: none"> • Expanded noun phrases are well established. • Plans plot-structure first, with guidance, before writing. • Endings are abrupt but usually reached. - Integrate dialogue to convey character and advance the action <ul style="list-style-type: none"> • Dialogue shows character but less successful at moving story forward as yet - Produce coherent paragraphs in a logical sequence - By using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence <ul style="list-style-type: none"> • Time (later), place (nearby) and number (secondly) or tense choices (he had seen her before) - Using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences. - Use further organisational and presentational devices 	<ul style="list-style-type: none"> - Routinely using a range of sentence structures, including short sentences for effect. - Identify which word, phrase or clause of a sentence they are writing needs parenthesis - Decide whether brackets, dashes or commas are the most appropriate and uses all three confidently - Uses apostrophes mostly correctly, with occasional errors. - Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> guest/guessed mist/missed herd/heard lead/led past/passed allowed/aloud steal/steel ascent/assent descent/dissent affect/effect aisle isle wary weary altar alter farther father bridal bridle morning mourning cereal serial principal principle draft draught prophet profit compliment/complement desert/dessert who's/whose precede/proceed <ul style="list-style-type: none"> - Words containing the letter-string ough - Endings -cious or -tious - Endings -cial or -tial - Words ending in -able and -ible - Words ending in -ably and -ibly - Words ending in -ance/-ancy or -ence/ency - Words with 'silent' letters - The possessive apostrophe - plurals - Spelling across independent writing shows that Y3-4 words are mostly secure, with some accuracy in Y5-6 where taught. 		
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	<p>to structure text and to guide the reader</p> <ul style="list-style-type: none"> • Pose questions as headings and subheadings, • Organise ideas so related points are grouped, • Signal openings and closings. • Use bullet points to organise material, • Integrate diagrams, charts or graphs. <p>Editing</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of their own and others' writing; regularly self-edit, redraft and improve - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> • Effective in narrative writing and poetry. • Shows influence of wider reading. - Usually sustain appropriate tense <ul style="list-style-type: none"> • Use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily • Use modal verbs - understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing <ul style="list-style-type: none"> • e.g. we were rather than we was • Identify examples of informal speech patterns and structures in their 		<ul style="list-style-type: none"> - 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. 		
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	<p>own and others' writing and amend or suggest amendments to reflect Standard English usage where appropriate.</p> <ul style="list-style-type: none"> - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 				
	Composition	Grammar and Punctuation	Spelling	Handwriting	Vocabulary
<u>Year 6</u>	<p>Planning</p> <ul style="list-style-type: none"> - Identify audience and purpose - Select appropriate form <ul style="list-style-type: none"> • e.g. <i>An information leaflet for fellow pupils offering guidance on a new sport.</i> • e.g. the use of first person in a diary; direct address in instructions and persuasive writing - Note and develop initial ideas, drawing on research and reading - Consider how authors develop characters and settings <p>Drafting</p> <ul style="list-style-type: none"> - Select appropriate grammar and vocabulary, showing how meaning can be enhanced <ul style="list-style-type: none"> • Uses contracted forms in dialogue • Passive form in non-chronological report 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses <ul style="list-style-type: none"> • e.g. It's raining; I'm fed up - Use of the colon to introduce a list <ul style="list-style-type: none"> • e.g. There are three things every dog needs: food, water and healthcare. - Use of semi-colons within lists <ul style="list-style-type: none"> • e.g. Bread, milk, butter, and cheese from the corner shop; lamb and beef from the market; and onions from your uncle's stall. - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity <ul style="list-style-type: none"> • man eating shark versus man-eating shark, or recover versus re-cover - Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun - Include subjunctive forms in writing 	<ul style="list-style-type: none"> - Review the role and use of suffixes <ul style="list-style-type: none"> • -ous, -er, ly, -less, -ed, -en, -ing, -able, -tion, -sion, -cian, -ssion, -able, -ably, -ible, ibly - Adding suffixes to words ending in -fer - Revision of words ending in -sure and -ture - Revision of 'ou' spells 'u', as in <i>trouble</i> - Revise the use of the -ough letter string - 'ei' following the letter 'c' - Words ending in -gue and -que - 'ch' makes 'k' sound; - 'ch' makes 'sh' sound - 'ei', 'eigh', 'ey', 'ea' and 'aigh' - Use of the hyphen - Review of the use of apostrophes - Review of homophones <i>draft/draught profit/prophet stationary/stationery</i> 	<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. - Children should be clear about what standard of handwriting is appropriate for a particular task <ul style="list-style-type: none"> • e.g quick notes or a final handwritten version. - Children should also be taught to use an unjoined style 	<ul style="list-style-type: none"> - subject - object - active - passive - synonym - antonym - ellipsis - hyphen - colon - semi-colon - bullet points

	<ul style="list-style-type: none"> • Use modal verbs across range of writing. - Describe settings, characters and atmosphere • Gaining an idea of atmosphere in mystery story and poem. - Integrating dialogue to convey character and advance the action • Dialogue in story shows attempt to move story forward. • Characterisation sometimes evident. - Précising longer passages - Use a range of devices to build cohesion within and across paragraphs • e.g. conjunctions, adverbials of time and place, pronouns, synonyms • Routinely using a range of sentence structures, including short sentences for effect. - using further organisational and presentational devices to structure text and to guide the reader • e.g. headings, bullet points, underlining <p>Editing</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of their own and others' writing; regularly self-edit, redraft and improve - Use further organisational and presentational devices 	<ul style="list-style-type: none"> - Use contracted forms in dialogues in narratives - Use the passive voice appropriately in independent writing such as writing up a science investigation • e.g. The temperature of the ice was measured at five-minute intervals - Use the perfect form of verbs to mark relationships of time and cause • e.g. She had known for some time that the money was missing but had hoped it would turn up. - Use modal verbs to suggest degrees of possibility - Inverted commas and other punctuation to indicate direct speech 	<p>guessed/guest aisle/isle cereal/serial desert/dessert steal/steel principal/principle precede/proceed heard/herd farther/father lead/led morning/mourning ascent/assent</p> <ul style="list-style-type: none"> - Etymology <ul style="list-style-type: none"> • Words with the /s/ sound spelled 'sc' • American and British spelling - txtng and sping: what are the rules? - A review of the English technical vocabulary - Spelling across independent writing shows that Y3-4 words are mostly secure, with some accuracy in Y5-6 where taught. - 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. 	<ul style="list-style-type: none"> • e.g for labelling a diagram or data, writing an email address, or for algebra and capital letters for filling in forms 	
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	<p>to structure text and to guide the reader</p> <ul style="list-style-type: none">• Pose questions as heading or sub-headings,• use bullet points to organise material, integrate diagrams, charts or graphs. <p>- Use verb tenses consistently and correctly throughout their writing</p> <ul style="list-style-type: none">• Tense and 1st/3rd person are usually accurate.• Can change tense when required. <p>- Ensuring correct subject and verb agreement when using singular and plural</p> <p>- understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing</p> <ul style="list-style-type: none">• e.g. we were rather than we was• Identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect Standard English usage where appropriate. <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>				
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