











Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16
Progression of Knowledge and Skills in English

Skill focus	Reception	Skill Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	For more information regarding the teaching sequence of Spelling and Handwriting, please see the following documents <ul style="list-style-type: none"> KS2 Pathways to Spell overview  KS2 Pathways to Spell teaching overvie Handwriting Policy Appendix 1 (knowledge listed below is mapped against the teaching sequence in Appendix 1)  Over St Johns Handwriting Policy 20. 							
Transcription: Spelling	<u>Development Matters age 3-4 years old</u> *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <u>Development Matters : Reception</u> *Spell words by identifying the	Transcription: Spelling	*Write from memory simple dictated sentences (including words using GPCs and common exception words taught so far) *Make phonically-plausible attempts to spell words that have not yet been learnt *names the letters of the alphabet and use the letter names to distinguish alternative spelling of the same sound. *Some words containing previously	*Able to write from memory simple dictated sentences *Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others *Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones	*Most common exception words from key stage 1 are spelt accurately *Able to write from memory simple dictated sentences-apply punctuation taught so far with some accurate spelling of words from Y3/4 word list *Some words from the year 3 and 4 word list are spelt accurately	*Able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list *Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices *Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in-, ir-, il-, re-, sub-, inter-) *Spell the full range	*Write from memory sentences dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum *The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 and some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: • accurate spelling of some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -	*Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum *The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: • accurate spelling of most prefixes and suffixes • accurate spelling of most words with silent letters • accurate spelling of

<p>sounds and then writing the sound with the letter/s.</p> <p>*Use sounds linked to the stage of Phonics they are working at</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop <p>*Use spaces between the words</p> <p><u>Knowledge</u></p> <p>*know the importance of leaving spaces between words so that work can be read.</p> <p>*know that all letters start on the line.</p> <p>*begin to understand that a sentence needs to have a capital</p>	<p>taught phonemes are spelt accurately</p> <p>*Some common exception words are spelt</p> <p>*Days of the week are spelt accurately</p> <p>*Many suffixes applied with accuracy:</p> <ul style="list-style-type: none"> • Add –s and –es for nouns and verbs (cats, foxes, runs, catches) • Add –ing, -ed, -er, -est where no change is needed to the root word <p>*Apply prefix un- with growing accuracy for both verbs and adjectives (e.g. untie, unhappy)</p> <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Year 1.</p>  <p>Spelling Appendix Knowledge Informatic</p>	<p>*Spell many common exception words</p> <p>*Some words with contracted forms are spelt correctly</p> <p>*Some accurate use of suffixes to correctly spell words:</p> <ul style="list-style-type: none"> • –ing, -ed, -er, -est, -y where change is needed to the root word (nicer, nicest, shiny, running, dropped) • longer words formed by the addition of suffixes(-ment, -ness, -ful, -less, -ly) • adding –es to nouns and verbs ending in -y (flies, tries, babies, carries) <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Year 2.</p>  <p>Spelling Appendix Knowledge Informatic</p>	<p>*Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-)</p> <p>*Begin to use dictionaries (the first 2 or 3 letters of a word)</p> <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Lower Key Stage 2 – Year 3 and Year 4.</p>  <p>Spelling Appendix Knowledge Informatic</p>	<p>of spelling rules and patterns, as listed for Years 3 /4 are mostly accurate</p> <p>*Mostly accurate spelling of words from the year 3 /4 word list</p> <p>*Use dictionaries efficiently (the first 2 or 3 letters of a word)</p> <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Lower Key Stage 2 – Year 3 and Year 4</p>  <p>Spelling Appendix Knowledge Informatic</p>	<p>ance/-ancy, -ation, -ent, -ence/-ency, -fer)</p> <ul style="list-style-type: none"> • accurate spelling of some common homophones and other words which are often confused • accurate spelling of words that are often misspelt, including most words from the year 3/4 word list and some from the year 5/6 word list in Appendix 1 <p>*Use dictionaries efficiently (the first 3or 4 letters of a word) to find the meaning to or spell a word.</p> <p>*use a thesaurus</p> <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Upper Key Stage 2 – Year 5 and Year 6.</p>  <p>Spelling Appendix Knowledge Informatic</p>	<p>most homophones and other words which are often confused</p> <p>*Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>*Use dictionaries efficiently (the first 3or 4 letters of a word) to find the meaning to or spell a word.</p> <p>*use a thesaurus confidently</p> <p><u>Knowledge</u></p> <p>Embedded document focusing on the spelling rules and guidance from the National Curriculum for Upper Key Stage 2 – Year 5 and Year 6.</p>  <p>Spelling Appendix Knowledge Informatic</p>
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	<p>letter and full stop.</p> <p>*know the importance of using the sounds they know to help them with writing.</p>		<p>*know the 40+ graphemes that can be used within writing.</p> <p>*know the names of the letters of the alphabet in order</p> <p>Know that adding s or es to word means more than one of the noun.</p> <p>*know how the prefix un changes the meaning of words to negative (the opposite)</p>	<p>*know that homophones are words that have the same sound but have different spellings and meanings.</p>	<p>*know that a dictionary is in alphabetical order</p> <p>*know that the words on a page in a dictionary are in columns.</p> <p>*begin to know and understand using the first 2 or 3 letters of word to find its location in the dictionary.</p> <p>*Know that words can be grouped into families based on the root word – solve, solution, solver, dissolve, insoluble.</p>	<p>*confidently know and understand how to use the first 2 or 3 letters of word to find its location in the dictionary.</p>	<p>*Know and understand how to use the first 3 or 4 letters of a word to find its location in a dictionary to check the spelling, meaning or both.</p> <p>*know that a thesaurus is set out like a dictionary in alphabetical order and use this to find alternative words.</p>	<p>*confidently know and understand how to use the first 3 or 4 letters of a word to find its location in a dictionary to check the spelling, meaning or both.</p> <p>*know how to use a thesaurus confidently to find alternative words – synonyms or antonyms.</p>
<p>Transcription: Handwriting</p>	<p>Development matters: age 3-4 year old</p> <p>*Use a comfortable grip with good control when holding pens and pencils.</p> <p>* Shows a preference for a dominant hand.</p> <p>*Write some letters accurately.</p> <p><u>Development Matters: Reception</u></p>	<p>Transcription: Handwriting</p>	<p>*Leave spaces between words</p> <p>*Some lower-case letters are accurately formed, starting and finishing in the correct place.</p> <p>*Many capital letters are accurately formed</p> <p>*Understand which letters belong to which handwriting families</p> <p>*Digits 0-9 are mostly accurately formed</p>	<p>*Form capital letters and digits of the correct size, orientation and relationship to one another</p> <p>*Use spacing between words that reflects the size of the letters</p> <p>*Form lower-case letters of the correct size relative to one another</p> <p>*Start using some of the diagonal and horizontal strokes needed to join letters and understand which</p>	<p>*Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>*Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>*Write legibly, fluently and with increasing speed by:</p> <p>* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>* choosing the writing implement that is best suited for a task.</p>	<p>*Write legibly, fluently and with increasing speed by:</p> <p>* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>* choosing the writing implement that is best suited for a task.</p>

<p>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>*Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>*Form lower case and capital letters correctly.</p> <p>ELGs</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Write recognisable letters, most of which are correctly formed</p> <p>Knowledge</p> <p>*know how to correctly sit at the table with their chair right under, feet flat and back against the chair.</p> <p>*know that all lower case letters start on the line and how to correctly form them.</p>	<p>*Hold a pencil comfortably and correctly</p> <p>*Sit correctly at a table</p> <p>Knowledge</p> <p>*know the importance of leaving spaces between words so that work can be read.</p> <p>*know that all letters start on the line.</p> <p>*know that letters belong to handwriting families – circular entrance strokes, ascender entrance strokes, short letter entrance strokes, short letter entrance strokes to descenders and letters not in a family.</p> <p>*know that all letters have an entrance and an exit stroke.</p> <p>* know which letters are ascenders and which letters are descenders and that descenders have a tail and go below the line and ascenders</p>	<p>letters, when adjacent to one another, are best left unjoined</p> <p>Knowledge</p> <p>*know that capital letters are bigger than lower case letters.</p> <p>*know that all other letters go to an imaginary line for their height. Know that the non-ascending or descending part of letters also go to this line – h b g q y p j</p> <p>*begin to know the first four handwriting joins – letters without ascenders, letters with ascenders, horizontal joins and horizontal joins with ascenders.</p> <p>*know what the break letters are and why we don't join them – g q x y j z</p> <p>*begin to know the fifth handwriting join – diagonal</p>	<p>Knowledge</p> <p>*know that all other letters go to an imaginary line for their height. Know that the non-ascending or descending part of letters also go to this line – h b g q y p j</p> <p>*continue to develop knowledge of the first four handwriting joins – letters without ascenders, letters with ascenders, horizontal joins and horizontal joins with ascenders.</p> <p>*know more letters which use the four handwriting joins.</p> <p>*know what the break letters are and why we don't join them – g q x y j z</p> <p>*continue to develop knowledge the fifth handwriting join – diagonal</p>	<p>Knowledge</p> <p>*know that all other letters go to an imaginary line for their height. Know that the non-ascending or descending part of letters also go to this line – h b g q y p j</p> <p>*confident knowledge of the first four handwriting joins – letters without ascenders, letters with ascenders, horizontal joins and horizontal joins with ascenders.</p> <p>*know more letters which use the four handwriting joins.</p> <p>*know what the break letters are and why we don't join them – g q x y j z</p> <p>*confident knowledge of the fifth handwriting join – diagonal</p> <p>*know more letter which use this diagonal join.</p>	<p>Knowledge</p> <p>*know that all other letters go to an imaginary line for their height. Know that the non-ascending or descending part of letters also go to this line – h b g q y p j</p> <p>*confident knowledge of the first four handwriting joins – letters without ascenders, letters with ascenders, horizontal joins and horizontal joins with ascenders.</p> <p>*know more letters which use the four handwriting joins.</p> <p>*know what the break letters are and why we don't join them – g q x y j z</p> <p>*confident knowledge of the fifth handwriting join – diagonal</p>	<p>Knowledge</p> <p>*know that all other letters go to an imaginary line for their height. 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Know that the non-ascending or descending part of letters also go to this line – h b g q y p j</p> <p>*confident knowledge of the first four handwriting joins – letters without ascenders, letters with ascenders, horizontal joins and horizontal joins with ascenders.</p> <p>*know more letters which use the four handwriting joins.</p> <p>*know what the break letters are and why we don't join them – g q x y j z</p> <p>*confident knowledge of the fifth handwriting join – diagonal</p>
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	<p>*Know the difference between capital letters and lower-case letters.</p> <p>*</p>		<p>are tall and go to the line above.</p> <p>*know how to form capital letters correctly.</p>					<p>*know more letter which use this diagonal join.</p>
<p>Writing: Planning, drafting and editing</p>	<p><u>Development matters: 3-4 year olds</u></p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurate <p><u>Development Matters: Reception</u></p>	<p>Composition: Planning, drafting, evaluating, editing and proof-reading</p>	<p>*Write short narratives based on fictional and real experiences</p> <p>*Discuss written work with teachers and other pupils use appropriate terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark)</p> <p>*Plan simple sentences by saying out loud what the writing will be about.</p> <p>*Orally compose a sentence before writing it and recognise sentence boundaries.</p> <p>*Write down some key words or ideas, including some new</p>	<p>*Develop a positive attitude and stamina for writing</p> <p>*Begin to draw on and use new vocabulary from reading</p> <p>*Discuss written work with teachers and other pupils: <i>use appropriate terminology</i> [noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma]</p> <p>*Plan, draft and orally rehearse writing using key words and new vocabulary</p> <p>*Write simple coherent narratives about personal</p>	<p>*Produce longer pieces of writing for different purposes</p> <p>*Make decisions about the form of the writing based on purpose and audience</p> <p>*Begin to draw on ideas from a range of reading across the curriculum</p> <p>*Discuss written work with teachers and other pupils: use appropriate terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas/or 'speech marks')</p> <p>*Discuss similar models of writing and plan using features of the</p>	<p>*Write for a range of real purposes and audiences with increasing stamina</p> <p>*Engage the reader through selection of relevant content and choice of appropriate features</p> <p>*Draw from models of similar writing, wider reading and research</p> <p>*Discuss written work and use appropriate terminology (determiner, pronoun, possessive pronoun, adverbial)</p> <p>*Discuss similar models of writing and plan using features of the given form</p> <p>*Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage</p>	<p>*Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader</p> <p>*Draw from models of similar writing, wider reading and research</p> <p>*Discuss written work and use appropriate terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)</p> <p>*Select the appropriate form for writing and use other similar writing as models for their own</p> <p>*Plan and draft writing by identifying the</p>	<p>*Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader</p> <p><i>*Draw from models of similar writing, wider reading and research</i></p> <p><i>*Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</i></p> <p>*Select the appropriate form and use other similar writing as models for their own</p> <p>*Plan and draft by identifying the audience for and purpose of the</p>

<p>Form lower case and capital letters correctly.</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. <p>ELGs *Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>*Invent, adapt and recount</p>			<p>vocabulary drawn from listening to books.</p> <ul style="list-style-type: none"> *Write short narratives ensuring that many sentences are sequenced accurately. *Begin to link ideas or events by subject and/or pronoun (e.g. <i>My dog is big. He has a long tail...I cut the bread. I put it in a bag.</i>) *Check written work makes sense through re-reading with other pupils and the teacher . *Read work aloud clearly. 	<p>experiences and those of others (real or fiction)</p> <ul style="list-style-type: none"> *Write about real events, recording these simply and clearly *Write a sequence of connected events *Create cohesion through the use of pronouns, conjunctions and some adverbs *Begin to make simple additions, revisions and corrections: <ul style="list-style-type: none"> • Re-read and evaluate writing checking for meaning and tense form • Proof-read writing (some prompting may be required, including discussion with the teacher) *Read work aloud with appropriate intonation 	<p>given form</p> <ul style="list-style-type: none"> *Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader *Start to use a varied and rich vocabulary and an increasing range of sentence structures *Create setting, characters and plot in narrative writing including: <ul style="list-style-type: none"> • a full sequence of events, dilemma/ conflict and resolution • consistent use of 1st or 3rd person • some dialogue to show relationship between two characters *Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary *Proof read for spelling and punctuation errors 	<p>and interest the reader</p> <ul style="list-style-type: none"> *Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures *Create setting, characters and plot in narrative writing including: <ul style="list-style-type: none"> • Developing settings using expanded noun phrases and fronted adverbials • Use descriptions and speech to build a character and evoke a response *Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation *Proof-read for spelling and punctuation errors 	<p>audience for and purpose of the writing</p> <ul style="list-style-type: none"> *Demonstrate awareness of audience by beginning to select the appropriate vocabulary and grammatical structures that reflect what the writing requires *Develop setting, characters and plot in narrative writing: <ul style="list-style-type: none"> • Use different ways to open the story • Add scenes, character, dialogue to a familiar story • Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story *Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement 	<p>writing <i>selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately</i></p> <ul style="list-style-type: none"> • <i>In narratives describe settings, characters and atmosphere</i> • Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel • <i>Integrate dialogue in narratives to convey character and advance the action</i> • Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others *Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register
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<p>narratives and stories with peers and teachers.</p> <p><u>Knowledge</u></p> <p>*know the importance of leaving spaces between words so that work can be read.</p> <p>*know that all letters start on the line.</p> <p>*begin to understand that a sentence needs to have a capital letter and full stop.</p> <p>*know the importance of using the sounds they know to help them with writing.</p>			<p><u>Knowledge</u></p> <p>*know that a short narrative is based on fictional (made up and real life) events.</p> <p>*know that a short narrative is written in a sequenced order and is made up of a beginning, middle and end</p> <p>*show an understanding that a sentence needs to include a capital letter, full stop (or other appropriate ending punctuation) and a simple idea.</p> <p>*know that re-reading my work with a teacher or peer is important to check that it make sense.</p> <p>*show an understanding of the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question</p>	<p><u>Knowledge</u></p> <p>*Know that a simple narrative is based on fictional (made up and real life) events.</p> <p>*know that a simple narrative is written in a sequenced order and is made up of a beginning, middle and end</p> <p>*know that writing about real life events is called non-fiction</p> <p>*know that ‘thinking aloud’ is positive when collecting ideas for writing.</p> <p>*know that re-reading my work with a teacher or peer is important to check that it make sense.</p> <p>*show an understanding of the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense</p>	<p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know the importance of using small details to describe characters in narratives.</p> <p>*know that narrative writing includes a description of a setting, using imagery and description.</p> <p>*begin to understand how to organise writing into chunks (paragraphs) around a chosen theme</p> <p>*know some of the simple organisational features in non-narrative writing – headings and sub-headings.</p> <p>show an understanding of the following terminology: preposition,</p>	<p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know the importance of using small details to describe characters in narratives through the use of expanded noun phrases.</p> <p>*know that narrative writing includes a description of a setting, using expanded noun phrases and fronted adverbials.</p> <p>*know how to organise writing into paragraphs around a theme.</p> <p>*know, and use with confidence, the organisational features in non-narrative writing – headings and sub-headings.</p>	<p>*Proof-read for spelling and punctuation errors</p> <p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know different ways to develop setting, characters and plot in narrative writing:</p> <ul style="list-style-type: none"> • Use different ways to open the story • Add scenes, character, dialogue to a familiar story <p>*Show what characters say and do and how they feel and react at different points in the story</p> <p>*know and use more organisational features in non-narrative writing – headings and sub-headings, diagrams, labels, questions.</p> <p>*show an understanding of the terminology (modal verb, relative pronoun, relative clause,</p>	<p>*Proof-read for spelling and punctuation errors</p> <p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know the different ways to describe settings, characters and atmosphere in narrative writing:</p> <ul style="list-style-type: none"> • Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel • <i>Integrate dialogue in narratives to convey character and advance the action</i> • Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others <p>*know and use more organisational features in non-narrative writing – headings and sub-</p>
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			mark and exclamation mark	(past, present), apostrophe, comma	conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas/or 'speech marks'	show an understanding of the following terminology: expanded noun phrase, determiner, pronoun, possessive pronoun, adverbial	parenthesis, bracket, dash, cohesion, ambiguity)	headings, diagrams, labels, questions, bullet points, underlining, columns.
.Writing: Audience, structure and purpose		Composition: Structure and organising text			<p>*Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text</p> <p>*In non-narrative material, group related ideas in paragraphs</p> <p>*In narrative, write an opening paragraph and further paragraphs for each stage</p> <p>*Create cohesion through adverbs, prepositions and pronouns</p>	<p>*Use paragraphs to organise information and ideas around a theme</p> <p>*Use paragraphs to organise and sequence more extended narrative structures</p> <p>*Use different ways, including fronted adverbials, to introduce or connect paragraphs</p> <p>*Use simple organisational devices, including headings and sub-headings to aid presentation</p> <p>*Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>*Use paragraphs to organise more complex information and themes</p> <p>*In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)</p> <p>*Use a wide range of devices to build cohesion within a paragraph:</p> <ul style="list-style-type: none"> • Adverbs and adverbials (then, after that, this, firstly • A variety of nouns, synonyms, pronouns and determiners to avoid repetition • Tense choices <p>Link across paragraphs:</p> <ul style="list-style-type: none"> • Adverbs and adverbial phrases (time, place and number) • A variety of nouns, synonyms, pronouns and determiners 	<p>*Use paragraphs with control to develop and expand ideas, descriptions, themes or events</p> <p><i>*Use a range of devices to build cohesion</i></p> <p>*Precise longer passages appropriately</p> <p>*Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader</p> <p>*Use appropriate choice of tense to support whole text cohesion and coherence</p>

					<p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know that narrative writing includes a description of a setting, using imagery and description.</p> <p>*begin to understand how to organise writing into chunks (paragraphs) around a chosen theme both in narrative and non-narrative writing.</p> <p>*know some of the simple organisational features in non-narrative writing –</p>	<p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know the importance of using small details to describe characters in narratives through the use of expanded noun phrases.</p> <p>*know different ways to introduce or connect a paragraph – fronted adverbials, preposition phrases and that these are followed by a comma etc.</p> <p>*know how to organise writing into</p>	<p>• Tense choices (He had seen her before)</p> <p>*Use further organisational and presentational devices to structure texts and guide the reader</p> <p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know, in narratives, that paragraphs can be used to organise and sequence settings, characters, events and atmosphere</p> <p>*know different ways to develop setting, characters and plot in narrative writing:</p> <ul style="list-style-type: none"> • Use different ways to open the story • Add scenes, character, dialogue to a familiar story 	<p><u>Knowledge</u></p> <p>*know that a narrative is based on a five point story structure – opening, build-up, problem, resolution and ending.</p> <p>*know, in narratives, that paragraphs are used to develop and expand ideas, descriptions, themes or events.</p> <p>*know the different ways to describe settings, characters and atmosphere in narrative writing:</p> <ul style="list-style-type: none"> • Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel • <i>Integrate dialogue</i>
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					<p>headings and sub-headings.</p> <p>*know how to use adverbs (words that modify a verb) to express time, cause and place.</p> <p>*know how to use prepositions (such as in, next to, before, during) to link nouns to other words showing location or direction.</p>	<p>paragraphs around a theme.</p> <p>*know, and use with confidence, the organisational features in non-narrative writing – headings and sub-headings.</p> <p>Know what a pronoun is and how it can be used to replace a noun in writing to avoid repetition.</p>	<p>*Show what characters say and do and how they feel and react at different points in the story</p> <p>*Show an understanding of a wide range of devices that can be used to build cohesion within a paragraph:</p> <ul style="list-style-type: none"> • Adverbs and adverbials (then, after that, this, firstly) • A variety of nouns, synonyms, pronouns and determiners to avoid repetition • Tense choices (He had seen her before) <p>*know and use more organisational features in non-narrative writing – headings and sub-headings, diagrams, labels, questions.</p>	<p><i>in narratives to convey character and advance the action</i></p> <ul style="list-style-type: none"> • Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others <p>*know and use more organisational features in non-narrative writing – headings and sub-headings, diagrams, labels, questions, bullet points, underlining, columns.</p>
<p>Writing: Vocabulary, grammar and punctuation</p>	<p>Development matters: 3-4 year olds</p> <p>Development Matters: Reception</p> <p><u>ELGs.</u></p> <p>*Demonstrate understanding of what has been read to them</p>	<p>Composition: Applying vocabulary, grammar and punctuation.</p>	<p>*Combine words to make sentences</p> <p>*Use <i>and</i> to join words (e.g. a spoon <i>and</i> a cup)</p> <p>*Use <i>and</i> to join clauses (e.g. Jacob has fair hair <i>and</i> Archie has dark hair.)</p> <p>*Use some simple</p>	<p>*Use co-ordination (and, or, but) to join clauses</p> <p>*Some use of subordination (when, if, that, because) to join clauses</p> <p>*Use expanded noun phrases to add description and detail</p> <p>*Use –ly to turn adjectives into</p>	<p>Consistent use of a variety of sentences with different structures and functions:</p> <ul style="list-style-type: none"> • Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) • Statements, questions, exclamations and commands used to create an 	<p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)</p> <p>*Use nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car</p>	<p>*Adapt sentence length to change and enhance meaning including the use of a wide range of conjunctions</p> <p>*Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely</p>	<p>*Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail</p> <p>*Adapt sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns</p>

	<p>by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>description (e.g. blue boots)</p> <p>*Use capital letters for names of people and places</p> <p>*Use capital letters for days of the week</p> <p>*Use a capital letter for the personal pronoun</p> <p>*Use punctuation in some sentences:</p> <ul style="list-style-type: none"> • Some full stops and capital letters • Begin to use question marks • Begin to use exclamation marks <p>*Mostly accurate use of present tense when writing (The boy is happy and he likes to play with his toy car)</p> <p>*Growing accuracy when writing in the past tense (The boy went to the park and he played with his toy car)</p>	<p>adverbs (slowly)</p> <p>*Write statements, questions, exclamations and commands appropriately</p> <p>*Use a variety of punctuation with increasing accuracy:</p> <ul style="list-style-type: none"> • Demarcate most sentences in writing with capital letters and full stops (including proper nouns) • Use question marks correctly when required • Some use of exclamation marks for effect • Some use of commas to separate items in lists • Some apostrophes for simple contracted forms <p>*Begin to use apostrophes for singular possession in nouns</p> <p>*Use past and present tense mostly correctly and consistently throughout writing</p>	<p>appropriate effect</p> <p>*Use expanded noun phrases to add description and detail</p> <p>*Use adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore)</p> <p>*Use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of)</p> <p>*Use punctuation mostly accurately:</p> <ul style="list-style-type: none"> • Full stops and capital letters (including for proper nouns) • Exclamation marks and question marks • Commas to separate items in lists <p>Mostly accurate use of apostrophes for contracted forms and apostrophes for possession with singular nouns</p> <p>*Some use of inverted commas to punctuate direct speech</p> <p>*Use past and present tense appropriately and</p>	<p>beside the fence, look at the speedboat with the blue sail)</p> <p>*Use fronted adverbials to vary sentence structure</p> <p>*Understand the difference between plural and possessive s</p> <p>*Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)</p> <p>*Mostly accurate use of punctuation at Y3 standard:</p> <ul style="list-style-type: none"> * Full stops and capital letters, exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms, apostrophes for possession with singular nouns <p>*A range of punctuation is used, mostly accurately including:</p> <ul style="list-style-type: none"> • Commas after fronted adverbials • Use of inverted commas <p>*Some use of other punctuation to indicate direct</p>	<p>*Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)</p> <p>*Writing demonstrates some use of:</p> <ul style="list-style-type: none"> • Adverbs to indicate degrees of possibility • Modal verbs to indicate degrees of possibility <p>*Use of punctuation at Y4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular/plural possession</p> <p>*Writing demonstrates some use of a wider range of punctuation:</p> <ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity <p>*Use a variety of verb forms correctly and consistently</p>	<p><i>*Use verb tenses consistently and correctly throughout their writing</i></p> <p>*Use some passive verbs appropriately to affect the presentation of information e.g. They were nowhere</p> <p>*Use vocabulary and grammatical choices to suit both formal and informal</p> <p><i>*Use the range of punctuation taught at key stage 2 mostly correctly:</i></p> <ul style="list-style-type: none"> • Punctuation at year 4 standard and below • Brackets or commas to indicate parenthesis • Commas to clarify meaning or avoid ambiguity • Inverted commas and other punctuation to indicate direct speech <p>Some accurate use of:</p> <ul style="list-style-type: none"> • Colons to introduce lists and semi-colons to separate items within lists • Colons and semi-colons to mark the boundary between independent clauses
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			<p>consistently throughout writing</p> <p>*Confidently use the progressive form of verbs (She is drumming), and demonstrate some use of the present perfect form of verbs (He has gone out to play contrasted with He went out to play</p>	<p>speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker)</p> <p>*Some accurate use of possessive apostrophes for plural nouns</p> <p>*Variety of verb forms used correctly and consistently</p> <p>*Use standard English forms for verb inflections instead of local forms</p>	<p>*Use Standard English forms for verb inflections instead of local forms</p>	<p>e.g. It's raining; I'm fed up</p> <ul style="list-style-type: none"> • Dashes to indicate parenthesis • Hyphens to avoid ambiguity • Consistent punctuation of bullet points 	
		<p><u>Knowledge</u></p> <p>*Know that and is a conjunction and can be used to words and phrases (eg, a spoon <i>and</i> a cup or Jacob has fair hair <i>and</i> Archie has dark hair.)</p> <p>*know that capital letters are used for the names of people and places.</p> <p>*know capital letters are used for the days of the week.</p>	<p><u>Knowledge</u></p> <p>*Know that there are two types of conjunctions - co-ordinating and subordinating</p> <p>*Know the co-ordinating conjunctions (and, but, or) and that they are used them to join related clauses.</p> <p>*Know the subordinating conjunctions (when, if, that, because) and how they are used to give extra information.</p>	<p><u>Knowledge</u></p> <p>*know a wider range of co -ordinating and subordinating conjunctions to join and extend clauses (co-ordinating – so and subordinating – before, after, while, as, although) These are as well as the conjunctions in Year 2.</p> <p>*begin to shown an understanding that a clause is a collection of words that could make sense on their own.</p>	<p><u>Knowledge</u></p> <p>*know how to expand a noun by using modifying adjectives and prepositional phrases. <i>The speedboat with a blue sail.</i></p> <p>*know that an adverbial is a group of words used to add more detail to the verb (action) about time, manner or cause.</p> <p>*know that a fronted adverbial can be used at the start of my sentence and</p>	<p><u>Knowledge</u></p> <p>*know a wider range of co -ordinating and subordinating conjunctions to join and extend clauses - co-ordinating – for, yet, nor and subordinating – since, even though, despite, whenever, until, so that, whilst etc These are as well as the conjunctions in Year 2 and Year 3.</p> <p>*know that a clause is a collection of words that could make sense on their own.</p>	<p><u>Knowledge</u></p> <p>* know a wider range of co -ordinating and subordinating conjunctions to join and extend clauses - co-ordinating – for, yet, nor and subordinating – since, even though, despite, whenever, until, so that, whilst etc These are as well as the conjunctions in Year 2 and Year 3 and year 5.</p> <p>*know that a sentence contains a subject, verb and object. Understand that the subject of</p>

			<p>*Know a capital I is used for the personal pronoun.</p> <p>*know that a sentence needs to begin with a capital letter and end with a full stop.</p> <p>*begin to understand that sentences can end with a question mark or an exclamation mark.</p> <p>*know that present tense in writing means things are happening now and that past tense means something has happened in the past.</p>	<p>*Know how to create an expanded noun phrase by adding an adjective to a noun.</p> <p>*Know that the suffix -ly can be added to nouns to change them to adverbs (words that say how the verb is being done)</p> <p>*know that a statement is a sentence that give information and begins with a capital letter and ends with a full stop.</p> <p>*know a question starts with a question word (who, what, where, when, how etc. and ends with a question mark. Know this sentence would require an answer.</p> <p>*Know that a command is a 'bossy' (imperative) sentence using an imperative verb and can end with a full stop of exclamation mark.</p> <p>*Know that an exclamation sentence begins with how or what and ends with an exclamation mark.</p>	<p>*begin to show an understanding of a subordinate clause – starts with a subordinate conjunction, but doesn't make sense on its own (the group of words that come after the subordinate conjunction)</p> <p>*know that an adverb is used to tell the reader more about the verb (action) – the time, the place or the manner. (then, next soon, later, finally, here, there etc.)</p> <p>*know that a preposition is a word used to express time, cause or manner (before, during, in, after etc.)</p> <p>*know that speech marks " "are used to show when someone is speaking in writing.</p> <p>*know the 21 consonant letters in the alphabet.</p> <p>*know the 5 vowels in the alphabet – a e i o u.</p> <p>*know that a is used before a consonant letter and sound and an is used before a</p>	<p>that it has a comma after it.</p> <p>*know and understand the difference between plural and possessive s and how to use the apostrophe to mark plural possession (the girl's name or the girls' names)</p> <p>*confidently know how to use speech marks to punctuate direct speech and that it also requires other punctuation – capital letter, ending punctuation, !, comma after reporting clause and new speaker, new line.</p> <p>*understand and use the correct standard English verb forms: we were instead of we was; I did instead of I done, should/would/could have instead of could of.</p> <p>*know that a determiner tells you more detail about the noun (the, a, an, several, his, her, my, this, two)</p> <p>*know that a, an, the are special types of determiners known as articles.</p>	<p>*know that a main clause makes sense on its own and contains a verb. It was what we add the subordinate or relative clause to.</p> <p>*know that a subordinate clause – starts with a subordinate conjunction, but doesn't make sense on its own (the group of words that come after the subordinate conjunction)</p> <p>*know that a sentence can be a compound sentence (made up of two main clauses that relate and are joined by a co-ordinating conjunction (KNOWN AS FANBOYS) or a complex sentence (made up of main and subordinate clause)</p> <p>*Know that in a complex sentence which begins with a subordinate clause – the clause needs to be punctuated with a comma.</p> <p>*know that a relative clause is a special type of subordinate clause and adds extra information to the main clause.</p>	<p>the sentence is the person or thing doing the action whereas the object is the person or thing having the action done to them.</p> <p>*know the difference between the active and passive voice. Active voice shows that some carried out the action whereas the passive voice shows that the action has been done by someone.</p> <p><i>I broke the window (Active)</i></p> <p><i>The window was broken (by me). (Passive)</i></p> <p>*know that the by.... part in a passive sentence is called the agent and that this can omitted from the sentence.</p> <p>*know that a synonym is a word that has similar meaning to another word (small, little or giant, tyrant).</p> <p>*know that an antonym is a word that has the opposite meaning (hot, cold).</p> <p>*know that there is vocabulary</p>
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				<p>*Continue to develop confidence and understanding of using question marks.</p> <p>*know that a comma , looks like this and is used to separate items in a list.</p> <p>*know that this ' is an apostrophe and is used to replace omitted letters in words.</p> <p>Know that an apostrophe ' can also be used to show something belongs to a noun (Tom's pencil case)</p> <p>*know that the progressive form of verbs in the present or past tense mark actions in progress. <i>She is drumming, he was shouting.</i></p>	<p>vowel letter or sound.</p> <p>*begin to show an understanding of the present perfect form of the verb by using have or has before a past tense verb to show things have happened and are still having an affect now.</p>	<p>*know that a pronoun can replace a noun when writing to avoid repetition.</p>	<p>*know that a relative clause begins with a relative pronoun – who, which, where, when, whose, that)</p> <p>*know that a relative clause needs to be punctuated with a pair of commas or dashes.</p> <p>*know that adverbs (perhaps, surely, definitely, maybe) and modal verbs (might, will, should, would, could, ought to) can be used to show degrees of possibility and certainty within writing.</p> <p>*know that parenthesis is extra information added to a sentence, but the sentence can still make sense on its own without it.</p> <p>*know that a pair brackets, dashes and/ or commas can be used to show parenthesis.</p> <p>*know when to effectively use a comma to a clarify meaning: to separate items in a list; after a fronted adverbial; after a subordinate clause at the start of</p>	<p>appropriate to both formal and informal speech and when to use these – found out, discover, ask for, request etc.</p> <p>*know that cohesion in writing means that the ideas in a paragraph link well together.</p> <p>*know that there are lots of different ways to achieve cohesion – deliberate repetition, adverbials, conjunctions, ellipsis.</p> <p>*know that a semi colon ; , colon: or dash- can mark the boundary between main clauses – they can be used in place of a co-ordinating conjunction if the main clauses are related.</p> <p>*know that a : colon can be used to introduce a list and that a semi-colon ; can be used to separate the items in that list.</p> <p>*know a hyphen is shorter than a dash.</p> <p>*know that a hyphen is used to avoid ambiguity in words – man-eating shark</p>
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							the sentence; to indicate a relative clause or parenthesis; after a reporting clause in speech or as ending punctuation in speech. *know that cohesion in writing means that the ideas in a paragraph link well together.	opposed to a man eating shark or re-cover something opposed to recover. *know that a hyphen can also be used to join a prefix ending in a vowel to a root word starting with a vowel (re-enter, co-ordination)
Vocabulary:	*word *Letter *capital letter *full stop	Vocabulary: Grammatical terminology for Pupils in each year group taken from the National Curriculum. <i>Vocabulary used in previous year groups should continue to be used on in the following year groups.</i>	*letter *capital letter *word *singular *plural *sentence *punctuation *full stop *question mark *exclamation mark. *diagraph *trigraph	*noun *noun phrase *statement *question *exclamation *command *suffix *adjective *verb *adverb *tense (present and past) *apostrophe *comma *subordination *co-ordination	*preposition *conjunction *word family *prefix *clause *subordinate clause *consonant *consonant letter *vowel *vowel letter *direct speech *speech marks / inverted commas	*determiner *pronoun *possessive pronoun *adverbial;	*modal verb *relative pronoun *relative clause *parenthesis *bracket *dash *cohesion *ambiguity	*subject *object *active *passive *synonym *antonym *ellipsis *hyphen *colon *semi-colon *bullet points

NB: Topic specific terminology linked to the books used in English and the writing outcome are within the English planning documents. These also include year group statutory words from the year group word lists.