

Athersley North Primary School

Key Stage 2 Knowledge and Skills Writing Progression



'When you're teaching children to write, you're teaching them to think.

Writing is the window through which all thinking starts.'

At Athersley North Primary School, we aim to provide a high quality Writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.

Key Stage 2 Writing Curriculum

Coverage

<u>LKS2 Year A</u>					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Stone Age Boy Leon and place between		The BFG		The Iron Man	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to persuade</u>	<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>
Descriptive- setting Narrative	Recount Explanation text	Setting description Letter	Non-chronological report. Diary entry	Report (non chron) Newspaper article	Narrative Poetry

<u>LKS2 Year B</u>					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Secrets of a Sun King		Arthur and the Golden Rope		Alice in Wonderland	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to persuade</u>	<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>
Diary Entry (2022,2023) Poetry (20/2021) Descriptive- character	Biography Newspaper article	Letter Advert	Narrative Descriptive- setting	Recount Explanation text	Narrative Poetry

UKS2 Year A					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
The Boy at the back of the class.		The Lion, the Witch and the Wardrobe.		The Nowhere Emporium	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to discuss</u>	<u>Writing to entertain</u>	<u>Writing to persuade</u>
Character description Diary entry	Recount - newspaper Balanced Argument	Descriptive- setting Non-chronological report	Newspaper Report Narrative	Narrative Poetry	Letter Advert

UKS2 Year B					
<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
Who let the Gods out?		Street Child		Letters from the Lighthouse	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to discuss</u>	<u>Writing to entertain</u>	<u>Writing to persuade</u>
Diary entry Descriptive- character	Report (newspapers) Biography	Descriptive- setting Narrative	Balanced argument Explanation text	Narrative Poetry	Letter Speech

Progression in knowledge and skills.

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Tone/purpose	<p>To be able to talk about text types, and begin identifying a range of features with increasing confidence.</p> <p>To develop an ability to use the features of a text type in their spoken language with increasing confidence.</p> <p>To apply spoken knowledge to write in a range of genres/forms, taking account of different audiences and purposes with minimal guidance</p> <p>To identify and use ambitious vocabulary in spoken and written form.</p> <p>To begin engaging the reader using specific vocabulary choices.</p> <p>To begin to recognise the purpose of differing text types.</p>	<p>To be able to talk about varying text types including identifying features common to this text type.</p> <p>To develop an ability to use the features of a text type in their spoken language with confidence.</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.'</p> <p>To begin to consider a viewpoint when writing</p>	<p>To be able to identify the audience for and purpose of the writing verbally.</p> <p>To select the appropriate form with increasing independence and use similar writing as models for their own</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes with increasing independence.</p> <p>Engages reader and sustains interest using features of the text type.</p> <p>To begin ensuring consistent use of tone and formality.</p>	<p>To be able to identify audience, tone and purpose with accuracy and independence.</p> <p>To select the appropriate form independently and use similar writing as models for their own.</p> <p>To writes in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Maintains interest for the reader through varied devices, structures and features.</p> <p>To ensure consistent use of tone and formality.</p>

Planning writing

To be able to discuss writing similar to that which they are planning to write with increasing confidence in order to understand and learn from its structure, vocabulary and grammar.

To begin to make notes from writing similar to that which they are planning to write and turn these into sentences.

To compose a number of sentences orally, including making specific vocabulary choices, before writing it.

To be able to choose a planning structure suitable for their text type. Eg story map, boxing up, paragraph planner with scaffolds

Plans and writes based on learning experiences and opportunities using a clear structure.

To be able to discuss writing similar to that which they are planning to write with confidence in order to understand and learn from its structure, vocabulary and grammar.

To make notes from writing similar to that which they are planning to write and turn these into sentences.

To compose a number of sentences orally, including making specific vocabulary choices, before writing it.

To be able to choose a planning structure suitable for their text type. Eg story map, boxing up, paragraph planner with fewer scaffolds

Organises or categorises information based on notes from several sources

To be able to discuss writing similar to that which they are planning to write with confidence in order to understand and learn from its structure, vocabulary and grammar.

To make organised notes from writing similar to that which they are planning to be able to form a variety of sentences.

To compose a number of sentences orally, including making specific vocabulary choices, before writing it.

To be able to choose a planning structure suitable for their text type. Eg story map, boxing up, paragraph planner

To begin considering viewpoint when writing.

To be able to discuss writing similar to that which they are planning to write with confidence in order to understand and learn from its structure, vocabulary and grammar.

To make organised notes from writing similar to that which they are planning to be able to form a variety of sentences.

To compose a number of sentences orally, including making specific vocabulary choices, before writing it.

To be able to choose a planning structure suitable for their text type. Eg story map, boxing up, paragraph planner

To begin considering viewpoint when writing.

To consider authorial choices and impact on reader.

Drafting

With encouragement, be able to refer to their planning when writing.

To spot and begin correcting simple mistakes in writing e.g. missing capital letters, full stops, finger spaces, spellings, HFW.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense.

To re-draft sentences to improve writing using ARE.

To ensure that verbs to indicate time are used correctly and consistently.

To begin to use text features with some independence such as sub-headings in non-narrative writing and dialogue in narratives.

Drafts and writes by selecting some appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

To be able to refer to their planning when writing with increasing independence.

To spot and correct simple mistakes in writing appropriate to their age-related expectations.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense.

To re-draft sentences to improve writing using ARE.

To begin to check for consistency in tense.

To begin to use text features with increasing independence such as sub-headings in non-narrative writing and dialogue in narratives.

Drafts and writes by selecting mostly appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

To be able to refer to their planning when writing independently.

To spot and correct mistakes in writing appropriate to their age-related expectations.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense.

To re-draft sentences to improve writing using ARE.

To check for consistency in tense.

To begin to use text features with increasing independence such as sub-headings in non-narrative writing and dialogue in narratives.

To begin exploring differing forms of the same text type within their writing eg newspaper for children/ narrative as a flashback.

Drafts and writes by selecting increasingly accurate and appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

To be able to refer to and expand upon their planning when writing.

To spot and correct mistakes in writing that enhance meaning and clarity.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense.

To re-draft sentences to improve writing using ARE.

To check for consistency and accuracy in tense.

To begin to use text features with increasing independence such as sub-headings in non-narrative writing and dialogue in narratives.

To begin exploring differing forms of the same text type within their writing eg newspaper for children/ narrative as a flashback.

Drafts and writes by selecting increasingly accurate and appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Editing	<p>To discuss what they have written with the teacher or other pupils and identify vocabulary or grammar that could be improved.</p> <p>To proof read their own and other's work to check for errors in spelling, grammar and punctuation independently.</p> <p>To check writing carefully and make changes independently.</p> <p>To use additional resources, such as a dictionary, to aid accuracy.</p> <p>To begin evaluating their work and whether it addresses the audience and purpose of the text type.</p>	<p>To discuss what they have written with the teacher or other pupils and identify vocabulary or grammar that could be improved to add consistency.</p> <p>To proof read their own and other's work to check for errors in spelling, grammar and punctuation independently with increasing accuracy.</p> <p>To check writing carefully and make changes which begin enhancing clarity or meaning.</p> <p>To use additional resources, such as a dictionary, to aid accuracy.</p> <p>To evaluate their work and ensure it addresses the audience and purpose of the text type.</p>	<p>To discuss what they have written with the teacher or other pupils and identify vocabulary or grammar that could be improved to add consistency and enhance the text type.</p> <p>To proof read their own and other's work to check for errors in spelling, grammar and punctuation independently and accurately.</p> <p>To check writing carefully and make changes which enhance clarity or meaning independently.</p> <p>To use additional resources, such as a dictionary, to aid accuracy.</p> <p>To evaluate their work and ensure it addresses the audience and purpose of the text type through changes to the above.</p>	<p>To discuss what they have written with the teacher or other pupils and identify vocabulary or grammar that could be improved to add consistency and enhance the text type.</p> <p>To proof read their own and other's work to check for errors in spelling, grammar and punctuation independently and accurately.</p> <p>To check writing carefully and make changes which enhance clarity or meaning independently.</p> <p>To use additional resources, such as a dictionary, to aid accuracy.</p> <p>To evaluate their work and ensure it addresses the tone, audience and purpose of the text type through changes to the above.</p>
Performing	<p>To retell the example text using the appropriate expression and pace.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To develop sentences using new vocabulary using the correct intonation for the purpose.</p> <p>To talk about the example text and the content with confidence.</p> <p>To read aloud what they have written with appropriate intonation and expression to make the meaning clear.</p>	<p>To retell the example text using the appropriate tone, expression and pace.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To develop sentences using new vocabulary using the correct intonation and expression for the purpose.</p> <p>To talk about the example text and the content with confidence.</p> <p>To read aloud what they have written with appropriate intonation and expression to make the meaning clear.</p>	<p>To retell the example text using their own appropriate tone, expression and pace.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To develop sentences using new vocabulary using the correct intonation and expression for the purpose.</p> <p>To talk about the example text and the content with confidence.</p> <p>To read aloud what they have written with appropriate intonation, expression and gestures to make the meaning clear.</p>	<p>To retell the example text in their own words using the appropriate tone, expression and pace.</p> <p>To recall and perform actions for learning new vocabulary.</p> <p>To develop sentences using new vocabulary using the correct intonation and expression for the purpose.</p> <p>To talk about the example text and the content with confidence.</p> <p>To read aloud what they have written with appropriate intonation, expression and gestures to make the meaning clear.</p>

Sentence structures

To select and use ARE punctuation correctly.

To write sentences with different forms: statement, question, exclamation, command.

To use expanded noun phrases to describe and specify [for example, the blue butterfly].

To use coordinating conjunctions such as and, but, or, so, for accurately in writing.

To begin using subordinating conjunctions such as because, before and after to add detail to sentences.

To begin a sentence with a time conjunction and mark it with a comma correctly.

To begin using prepositions to add detail for the reader.

To begin marking speech with accurate punctuation and a simple reported clause.

To begin a sentence with a fronted adverbial of manner or place and mark it with a comma correctly.

To begin using brackets for parenthesis.

To select and use ARE punctuation correctly.

To write sentences with different forms: statement, question, exclamation, command.

To use expanded noun phrases to describe and specify including with modifying adjectives [for example, the blue butterfly with sensitive antennae].

To use a range of coordinating conjunctions to create compound sentences.

To use subordinating conjunctions to create complex sentences.

To use prepositions to add detail for the reader.

To mark speech with accurate punctuation and a simple reported clause.

To begin a sentence with a fronted adverbial of time, manner or place and mark it with a comma correctly.

To begin using the subordinate clause in varying positions.

To use brackets for parenthesis with increasing accuracy.

To select and use ARE punctuation correctly.

To begin creating a complex list using semi-colons

To use expanded noun phrases to describe and specify including with modifying adjectives and specific vocabulary choices [for example, the blue butterfly with sensitive antennae].

To use a range of coordinating conjunctions to create compound sentences.

To use a range of subordinating conjunctions to create complex sentences.

To use prepositions to add detail for the reader.

To mark speech with accurate punctuation and use a reported clause to give detail eg sniggered Brendon as he high-fived his friends.

To begin looking at reported speech.

To begin a sentence with a fronted adverbial of time, manner or place, frequency or degree and mark it with a comma correctly.

To begin using the subordinate clause in varying positions.

To use relative clauses and begin using embedded relative clauses to add detail.

To explore writing sentences with an implied relative pronoun.

To use brackets or commas for parenthesis.

To select and use ARE punctuation correctly.

To use semi colons when creating a complex list with confidence.

To use expanded noun phrases to describe and specify including with modifying adjectives and specific vocabulary choices [for example, the blue butterfly with sensitive antennae].

To use a range of conjunctions in varying positions punctuated accurately.

To use prepositional phrases to enhance clarity for the reader.

To mark speech with accurate punctuation and use a reported clause to give detail eg sniggered Brendon as he high-fived his friends.

To use both formal, informal and reported speech punctua

To begin a sentence with a range of features including verb+ed, verb+ing, prepositions, adverbs.

To join clauses using semi colons or colons.

To use relative clauses and begin using embedded relative clauses to add detail including using the implied relative pronoun.

To use brackets, commas or dashes to mark parenthesis based on its importance to the clause.

Cohesion

To use time conjunctions e.g. first, next, then, after that finally.

To use pronouns to avoid repetition within a paragraph.

To ensure sentence choice enhances structure eg time adverbials, conjunctions (and, for, so, but, or, because, after, before) and prepositions.

To begin to understand the structure of text types and how sequencing of information enhances clarity for the reader.

To begin grouping similar information into paragraphs.

In narratives, ensuring a clear opening paragraph which explores setting and character.

In non-narratives, using headings and sub-headings to group information.

To use pronouns to avoid repetition within and across a paragraph.

To ensure sentence choice enhances structure eg time adverbials, conjunctions (and, for, so, but, or, because, after, before) and prepositions.

To understand the structure of text types and how sequencing of information enhances clarity for the reader.

To group similar information into paragraphs and begin understanding when a new paragraph should begin eg time, setting, and character.

In narratives, ensuring a clear opening paragraph which explores setting and character.

In non-narratives, using headings and sub-headings to group information.

In non-narrative, begin to use opening sentence, specific detail/examples and a concluding sentence within a paragraph.

In non-narrative, begin using appropriate introductions and conclusion paragraphs.

In narratives, ensuring a clear opening paragraph which explores setting and character moving onto paragraphs which introduces the dilemma.

In non-narratives, using headings and sub-headings to group information as well as specific text type features.

To use pronouns to avoid repetition within and across a paragraph.

To ensure sentence choice enhances structure eg time adverbials, conjunctions (and, for, so, but, or, because, after, before, prepositions and tense within and across paragraphs.

To understand the structure of text types and how sequencing of information enhances clarity for the reader.

To group similar information into paragraphs and begin understanding when a new paragraph should begin eg time, setting, and character.

In non-narratives, using headings and sub-headings to group information.

In non-narrative, use introduction and concluding paragraphs as well as using opening sentence, specific detail/examples and a concluding sentence within a paragraph.

In non-narratives, using headings and sub-headings to group information as well as specific text type features.

In narratives, ensuring a clear opening paragraph which explores setting, character and atmosphere.

In narratives, ensuring a clear opening paragraph which explores setting and character moving onto paragraphs which introduces the dilemma.

In narrative, using dialogue as a tool to move action forward.

To ensure style and form is beginning to develop consistency.

To begin developing material in a logical manner though it might not always be secure.

To be able to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

To use paragraphs purposefully and creatively to clearly structure main ideas across the text.

To use a range of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text
The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

In narrative, change paragraphs with purpose and clarity which enhances tone and meaning for the reader.

To ensure style and form is consistent and that developing material is introduced in a logical manner with accuracy.

Vocabulary choices

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To use the word of the week accurately in writing.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

To use exemplified vocabulary, suitable to their age, accurately within their spoken and written language.

To begin using formal language when appropriate and identifying and using Standard English – I was, we were

To use language features which enhance writing such as similes and alliteration

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To use the word of the week accurately in writing.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

To use exemplified vocabulary, suitable to their age, accurately within their spoken and written language.

To use formal language when appropriate and identifying and using Standard English – I was, we were – with increasing accuracy

To use language features which enhance writing such as similes, personification and alliteration.

To use language as a tool for creating atmosphere within narrative.

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To use the word of the week accurately in writing.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

To use exemplified vocabulary, suitable to their age, accurately within their spoken and written language.

To use formal language when appropriate and identifying and using Standard English – I was, we were – with increasing accuracy

To begin using the subjunctive form when writing and speaking formally – If I were to repeat this task...

To begin using vocabulary choices to show formal and informal within a text. Eg when a character is speaking directly or quotes within a newspaper.

To use a range of figurative language to enhance writing.

To use specific language choices as a tool for creating atmosphere within narrative.

To begin using vocabulary concisely and accurately to convey meaning.

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To use the word of the week accurately in writing.

Use dictionaries and thesauruses to extend and improve their vocabulary choices.

To use exemplified vocabulary, suitable to their age, accurately within their spoken and written language.

To use formal language when appropriate and identifying and using Standard English – I was, we were – with increasing accuracy

To use the subjunctive form when writing and speaking formally – If I were to repeat this task...

To use vocabulary choices to show formal and informal within a text. Eg when a character is speaking directly or quotes within a newspaper.

To use a range of figurative language to create vivid imagery.

To use specific language choices as a tool for creating atmosphere within narrative.

To use vocabulary concisely and accurately to convey meaning.

Tense

To use the present and past tenses correctly and consistently.
To begin using the future tense when writing about events that are going to happen.
To use features of written Standard English – I was, we were
To maintain the correct tense in writing

To use the present and past tenses correctly and consistently.
To use the future tense when writing about events that are going to happen.
To begin using about past progressive when writing – I was riding, We were walking.
To begin using about present progressive when writing – I am walking
To use features of written Standard English – I was, we were
To maintain the correct tense in writing

To use the present and past tenses correctly and consistently.
To use the future tense when writing about events that are going to happen.
To use past progressive when writing – I was riding, We were walking.
To use present progressive when writing – I am walking
To begin using the perfect form of tenses – I had saved, John has walked, He hasn't run
To use features of written Standard English – I was, we were
To maintain the correct tense in writing

To use the present and past tenses correctly and consistently.
To use the future tense when writing about events that are going to happen.
To use past progressive when writing – I was riding, We were walking.
To use present progressive when writing – I am walking
To use the perfect form of tenses – I had saved, John has walked, He hasn't run
To use features of written Standard English – I was, we were
To maintain the correct tense in writing

Punctuation

To use the full range of punctuation taught at key stage 1 mostly correctly

To use capital letters, full stops, question marks and exclamation marks

To use commas to separate lists.

To begin using commas to demarcate fronted adverbials

To use apostrophes to mark singular possession and contractions.

To begin using apostrophes to mark plural possession.

To begin using inverted commas to demarcate direct speech.

To use a colon to introduce a list.

To use bullet points to separate items in a list.

To use capital letters, full stops, question marks and exclamation marks accurately.

To use commas to separate lists accurately.

To use commas to demarcate fronted adverbials

To begin using commas to separate a subordinate clause from a main clause when it begins a sentence.

To use apostrophes to mark singular possession and contractions.

To use apostrophes to mark plural possession.

To use inverted commas to demarcate direct speech and begin using commas to separate the spoken word from the reported clause.

To begin using brackets to indicate parenthesis.

To use a colon to introduce a list.

To use bullet points to separate items in a list.

To use capital letters, full stops, question marks and exclamation marks accurately.

To use commas to separate lists accurately.

To use commas to demarcate fronted adverbials

To use commas to separate a subordinate clause from a main clause when it begins a sentence.

To use commas to avoid ambiguity.

To use apostrophes to mark singular and plural possession and contractions.

To use inverted commas to demarcate direct speech and begin using commas to separate the spoken word from the reported clause.

To use brackets to indicate parenthesis accurately and begin using dashes to enhance meaning of parenthesis.

To use a colon to introduce a list and to begin marking boundaries between linked independent clauses.

To use bullet points to separate items in a list.

To begin using semi-colons to mark boundaries between independent clauses.

To use capital letters, full stops, question marks and exclamation marks accurately.

To use commas to separate lists accurately.

To use commas to demarcate fronted adverbials

To use commas to separate a subordinate clause from a main clause when it begins a sentence.

To use commas to avoid ambiguity.

To use apostrophes to mark singular and plural possession and contractions.

To use inverted commas to demarcate direct speech and begin using commas to separate the spoken word from the reported clause.

To use brackets, dashes or commas to indicate parenthesis depending on its importance within the text.

To use a colon to introduce a list and to mark boundaries between linked independent clauses.

To use bullet points to separate items in a list.

To use semi-colons to mark boundaries between independent clauses.

Handwriting

To form lower-case letters of the correct size relative to one another.

To 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.

To sit letters on the line.

To control ascenders and descenders.

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

To use spacing between words that reflects the size of the letters.

To begin increasing the legibility, consistency and quality of handwriting.

To use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

To sit letters on the line.

To control ascenders and descenders.

To increase the legibility, consistency and quality of handwriting.

To be able to write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

choosing the writing implement that is best suited for a task

To be able to write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

choosing the writing implement that is best suited for a task

Spelling

To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.

To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.

To be able to spell most Y1 and Y2 common exception words correctly.

To learn to spell more words with contracted forms.

To distinguish between homophones and near-homophones.

To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.

To apply spelling rules and guidance, as listed in [English appendix 1](#).

To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To self-correct misspellings of words that pupils have been taught.

To learn to spell more words with contracted forms.

To extend their knowledge of homophones and near-homophones.

To begin using a range of prefixes and suffixes and understand how they can alter a root word.

To apply spelling rules and guidance, as listed in [English appendix 1](#).

To expand knowledge of commonly misspelled words.

To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To self-correct misspellings of words that pupils have been taught.

To be able to use a dictionary to check for accuracy.

To increase knowledge of word families based on root word knowledge.

To extend knowledge of homophones and near-homophones.

To begin using a range of prefixes and suffixes and understand how they can alter a root word.

To apply spelling rules and guidance, as listed in [English appendix 1](#).

To expand knowledge of commonly misspelled words.

To spell words with 'silent' letters with increasing accuracy.

To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To self-correct misspellings of words that pupils have been taught.

To be able to use a dictionary to check for accuracy.

To increase knowledge of word families based on root word knowledge.

To begin changing word classification using spelling knowledge eg adjective – beautiful, adverb beautifully.

To use knowledge of homophones and near-homophones to spell them accurately in context.

To use a range of prefixes and suffixes and understand how they can alter a root word.

To apply spelling rules and guidance, as listed in [English appendix 1](#).

To expand knowledge of commonly misspelled words and ensure they use this knowledge to avoid mistakes.

To spell words with 'silent' letters with increasing accuracy.

To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.

To self-correct misspellings of words that pupils have been taught.

To be able to use a dictionary to check for accuracy.

To use knowledge of word families based on root word knowledge.

To change word classification using spelling knowledge eg adjective – beautiful adverb beautifully.

<p style="text-align: center;">Grammatical terminology</p>	<p>To recognise and use the terms synonyms, antonyms, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, prepositions, pronouns conjunction, clause, phrase present tense, past tense, apostrophe, bullet points, inverted commas and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>	<p>To recognise and use the terms synonyms, antonyms, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, prepositions, pronouns, possessive pronouns, determiners, adverbial conjunction, main clause, subordinate clause, phrase present tense, past tense, apostrophe, bullet points, inverted commas and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>	<p>To recognise and use the terms synonyms, antonyms, noun, noun phrase, statement, question, exclamation, command, subject, object, compound, suffix, modal verb, relative pronoun, possessive pronoun, relative clause, parenthesis, bracket, dash, adjective, adverb, verb, prepositions, pronouns, possessive pronouns, determiners, adverbial conjunction, main clause, subordinate clause, cohesion, ambiguity, phrase present tense, past tense, apostrophe, bullet points, inverted commas, and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>	<p>To recognise and use the terms synonyms, antonyms, noun, noun phrase, statement, question, exclamation, command, subject, object, compound, suffix, modal verb, relative pronoun, possessive pronoun, relative clause, parenthesis, bracket, dash, adjective, adverb, verb, prepositions, pronouns, possessive pronouns, determiners, adverbial conjunction, main clause, subordinate clause, cohesion, ambiguity, active and passive voice, phrase present tense, past tense, apostrophe, semi-colon, colon, hyphen, bullet points, inverted commas, and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p>
<p style="text-align: center;">Specific vocabulary taught</p>	<p>To select and use vocabulary from texts and topics.</p> <p>To know how to expand upon new vocabulary using word family knowledge e.g. To know can become knowledgeable, unknowledgeable.</p> <p>See Y3 Bedrock List Appendix 1</p>	<p>To select and use vocabulary from texts and topics.</p> <p>To know how to expand upon new vocabulary using word family knowledge e.g. To know can become knowledgeable, unknowledgeable.</p> <p>See Y4 Bedrock List Appendix 1</p>	<p>To select and use vocabulary from texts and topics.</p> <p>To know how to expand upon new vocabulary using word family knowledge e.g. To know can become knowledgeable, unknowledgeable.</p> <p>See Y5 Bedrock List Appendix 1</p>	<p>To select and use vocabulary from texts and topics.</p> <p>To know how to expand upon new vocabulary using word family knowledge e.g. To know can become knowledgeable, unknowledgeable.</p> <p>See Y6 Bedrock List Appendix 1</p>