

Skills Progression: Writing



EYFS

Literacy It is crucial for children in EYFS. In the early years, Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). As a school, we are committed to ensuring pupils are given enough time and practice as part of their provision in order for them to become fluent in foundational knowledge and skills with tasks such as handwriting and composing simple sentences.

ELG: Writing:

- *Form lower-case and capital letters correctly.*
- *Spell words by identifying the sounds and then writing the sound with letter/s.*
- *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.*
- *Re-read what they have written to check that it makes sense*
- *Write recognisable letters, most of which are correctly formed*
- *Spell words by identifying sounds in them and representing the sounds with a letter or letters*
- *Write simple phrases and sentences that can be read by others*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate*
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher*

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Fine Motor Skills:

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*
- *Use a range of small tools, including scissors, paint brushes and cutlery.*
- *Begin to show accuracy and care when drawing.*

Within our EYFS provision, these ELGs will be achieved through carefully planned, child-initiated and adult-led activities such as:

- *Playdough*
- *Bikes*

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| | <ul style="list-style-type: none">- <i>Climbing equipment</i>- <i>Oracy activities</i>- <i>Construction</i>- <i>Library visits</i>- <i>Literacy 'lessons'</i>- <i>Speech and Language groups</i>- <i>Stem sentences</i>- <i>Handwriting activities linked to Phase 1 phonics</i>- <i>Story scribing</i>- <i>Writing activities linked to key texts</i>- <i>Planned vocabulary sessions</i> |
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Writing – Transcription Spelling and Handwriting</p>	<p><u>Spelling:</u> Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - 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 person singular marker for verbs - using the prefix un– 	<p><u>Spelling:</u> Pupils should be taught to:</p> <p>spell by:</p> <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 - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] 	<p><u>Spelling:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (see below: English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Handwriting:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p><u>Spelling:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with ‘silent’ letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. <p><u>Handwriting and Presentation:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words [for example, <i>helping, helped, helper, eating, quicker, quickest</i>] - 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. <p><u>Handwriting:</u> Pupils should be taught to:</p> <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 	<ul style="list-style-type: none"> - distinguishing between homophones and near-homophones - add suffixes to spell longer words: <ul style="list-style-type: none"> - <i>-ment, -ness, -ful, -less, -ly</i> - apply spelling rules and guidance, as listed in English Appendix 1 outlined below. - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p><u>Handwriting:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another 				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>and finishing in the right place</i></p> <ul style="list-style-type: none"> - <i>form capital letters</i> - <i>form digits 0-9</i> - <i>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i> 	<ul style="list-style-type: none"> - <i>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</i> - <i>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> - <i>use spacing between words that reflects the size of the letters.</i> 				
<p>Stanburn Writing Indicators (TAF – Yr 2 and 6 only)</p> <p>A child working towards the year group standard can:</p> <p><i>Transcription – Spelling and Handwriting</i></p>		<ul style="list-style-type: none"> - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others - Spell some 	-	-		<ul style="list-style-type: none"> - Spell correctly <i>most</i> words from the year 3 / year 4 spelling list - Spell correctly <i>some</i> words from the year 5 / year 6 spelling list

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		common exception words - Form lower-case letters in the correct direction, starting and finishing in the right place - Form lower-case letters of the correct size relative to one another in some of their writing - Use spacing between words				
<p>Stanburn Writing Indicators. A child secure in the year group standard can:</p> <p><i>Transcription - Spelling and Handwriting</i></p>	<ul style="list-style-type: none"> - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others - Spell most Year 1 common exception words - Use -s and -es to form regular plurals correctly - Spell most words 	<ul style="list-style-type: none"> - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others - Spell many common exception words - Form capital letters and digits of the correct size, orientation and 	<ul style="list-style-type: none"> - Use apostrophes for omission and singular possession - Spell <i>some</i> words correctly from the Y3/4 statutory spelling word list - Spell <i>many</i> words with prefixes and suffixes correctly: dis-, re-, in-, mis-, sub-; -ful, -less, -ly, -ment, -ness - Spell common homophones correctly - <i>Begin</i> to spell Y3/4 homophones 	<ul style="list-style-type: none"> - Spell <i>most</i> words correctly from the Y3/4 statutory spelling word list - Spell <i>many</i> words with prefixes and suffixes correctly: il-, auto-, super, inter-, anti-; -ation, -ous - Spell common homophones correctly - Spell <i>many</i> Y3/4 homophones correctly - Use neat, joined handwriting 	<ul style="list-style-type: none"> - Spell <i>most</i> words correctly from the Year 3/4 statutory word list - Spell <i>some</i> words correctly from the Year 5/6 statutory word list - Use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Spell <i>some</i> words with the /i:/ sound spelt ei after c - Spell <i>some</i> words containing the 	<ul style="list-style-type: none"> - Spell correctly most words from the year 5 / year 6 spelling list, - use a dictionary to check the spelling of uncommon or more ambitious vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> which use the prefix 'un' correctly - Form lower-case letters in the correct direction, starting and finishing in the right place - Form lower-case letters of the correct size relative to one another in some of their writing - Use spacing between words 	<ul style="list-style-type: none"> relationship to one another and to lower-case letters - Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> correctly - Use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> consistently 	<ul style="list-style-type: none"> letter-string ough correctly - Spell <i>some</i> words with prefixes and suffixes correctly - Spell common homophones correctly - Spell <i>some</i> Year 5/6 homophones correctly - Use neat, joined handwriting consistently 	
<p>Stanburn Writing Indicators. A child moving beyond the year group standard can:</p> <p><i>Transcription - Spelling and Handwriting</i></p>	<ul style="list-style-type: none"> - Spell many of the Year 1 and Year 2 common exception words - Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> - Spell most common exception words - Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) - Use the diagonal and horizontal strokes needed to join some letters 	<ul style="list-style-type: none"> - Spell <i>many</i> words correctly from the Y3/4 statutory spelling word list - Spell <i>most</i> words with prefixes and suffixes correctly: dis-, re-, in-, mis-, sub-; -ful, -less, -ly, -ment, -ness - Spell common homophones correctly - Spell <i>many</i> Y3/4 homophones correctly - Use neat, joined 	<ul style="list-style-type: none"> - Spell <i>most</i> words correctly from the Y3/4 statutory spelling word list - Use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Spell <i>all</i> words with prefixes and suffixes correctly: il-, auto-, super, inter-, anti-; -ation, -ous - Spell <i>most</i> Y3/4 homophones 	<ul style="list-style-type: none"> - Spell <i>most</i> words correctly from the Year 5/6 statutory word list - Spell <i>most</i> words with prefixes and suffixes correctly - Spell <i>most</i> Year 5/6 homophones correctly - Spell <i>some</i> words with silent letters correctly - Maintain legibility in joined handwriting when writing at speed 	<p><i>As above</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			handwriting consistently	- correctly Use neat, joined handwriting consistently		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Writing – Composition</p>	<p><u>Composition:</u> Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the 	<p><u>Composition:</u> Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary 	<p><u>Composition:</u> Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see below English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p><u>Composition:</u> Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>teacher</i></p>	<ul style="list-style-type: none"> - <i>encapsulating what they want to say, sentence by sentence</i> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> - <i>evaluating their writing with the teacher and other pupils</i> - <i>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> - <i>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</i> - <i>Read aloud what</i> 	<ul style="list-style-type: none"> - <i>proof-read for spelling and punctuation errors</i> - <i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i> 		<p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> - <i>assessing the effectiveness of their own and others' writing</i> - <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> - <i>ensuring the consistent and correct use of tense throughout a piece of writing</i> - <i>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i> - <i>proof-read for spelling and punctuation errors</i> - <i>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</i> 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>they have written with appropriate intonation to make the meaning clear.</i>				
<p>Stanburn Writing Indicators (TAF – Yr 2 and 6 only)</p> <p><i>A child working towards the year group standard can:</i></p> <p><i>Writing - Composition</i></p>		<ul style="list-style-type: none"> - Write sentences that are sequenced to form a short narrative (real or fictional) 				<ul style="list-style-type: none"> - Write for a range of purposes - Use paragraphs to organise ideas - In narratives, describe settings and characters - In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) - Write legibly
<p>Stanburn Writing Indicators. A child secure in the year group standard can:</p> <p><i>Writing - Composition</i></p>	<ul style="list-style-type: none"> - Write sentences by saying aloud what they are going to write - Write sentences that are sequenced to form a short narrative (real or fictional) - Use the sequence of existing stories - Use sequencing language that may 	<ul style="list-style-type: none"> - Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Write about real events, recording these simply and clearly 	<ul style="list-style-type: none"> - Write for a range of purposes: - in narratives, describe settings and characters - use paragraphs - In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. technical 	<ul style="list-style-type: none"> - Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint in narrative: - write stories in paragraphs with a clear structure, - write an effective and accurate 	<ul style="list-style-type: none"> - Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and / or events - in narrative: write stories with a clear 	<ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and per

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>be modelled by the teacher, e.g. first, then, after that</p> <ul style="list-style-type: none"> - Use some features of different text types - in narrative: include story language, e.g. Once upon a time, One day, repeated refrains - in non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next 		<p>language, headings, sub-headings, bullet points)</p> <ul style="list-style-type: none"> - Sustain writing across a whole text using appropriate language choices (write enough) 	<p>character description or setting using prepositional phrases</p> <ul style="list-style-type: none"> - in non-narrative: use a topic sentence to introduce a paragraph, - use accurate technical language to suit the requirement of the text, - use informative organisational devices (e.g. headings, sub-headings, captions, bullet points) - sustain cohesive writing across paragraphs in a text using increasingly accurate language choices 	<p>structure (including a beginning, build-up, resolution etc.) using paragraphs appropriately</p> <ul style="list-style-type: none"> - in non-narrative: use a topic sentence to introduce a paragraph, use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, subheadings, captions, bullet points) - Effectively describe characters and settings, maintaining a mood or atmosphere - through the use of carefully chosen verbs - through the use of suitable adjectives, 	<ul style="list-style-type: none"> - In narratives, describe settings, - characters and - atmosphere - Maintain legibility in joined handwriting when writing at speed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> expanded noun phrases and adverbials - through the use of figurative language, e.g. similes, metaphors and personification - Sustain cohesive writing within and across paragraphs, using increasingly accurate language choices - Use nouns and pronouns to avoid repetition - Maintain the correct level of formality in narrative, dialogue, letters, diaries, news reports etc. - Edit and improve writing independently 	
<p>Stanburn Writing Indicators. A child moving beyond the year group standard can:</p> <p><i>Writing – Composition</i></p>	<ul style="list-style-type: none"> - Write independently with confidence - Write simple, coherent narratives about personal 	<ul style="list-style-type: none"> - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and 	<ul style="list-style-type: none"> - Edit and improve writing following supportive feedback from an adult - Make ambitious word choices to 	<ul style="list-style-type: none"> - Can edit and improve writing with increasing independence based on generic feedback from an adult 	<ul style="list-style-type: none"> - Meaningfully enhance own writing through opportunities to edit - Write effectively for a range of 	<ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>experiences and those of others (real or fictional)</p> <ul style="list-style-type: none"> - Generate ideas inspired by existing stories read both in class and at home - Write about real events, recording these simply and clearly - Use features of the text type taught - in narrative: use the features of stories that they have heard, choose appropriate vocabulary (from a word bank) - in non-narrative: use taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and 	<p>grammar of their writing</p> <ul style="list-style-type: none"> - Make simple additions, revisions and proof-reading corrections to their own writing 	<p>engage and affect the reader</p> <ul style="list-style-type: none"> - Begin to use a topic sentence to introduce a paragraph in non-fictional writing - Consistently show a wide range of sentence types 	<ul style="list-style-type: none"> - Make ambitious word choices to engage and affect the reader 	<p>purposes and audiences, selecting language that shows good awareness of the reader</p> <ul style="list-style-type: none"> - Integrate dialogue in narratives to convey character and advance the action - Make ambitious word choices to engage and affect the reader - Experiment with different narrative structures 	<p>independently on what they have read as models for their own writing e.g. literary language</p> <ul style="list-style-type: none"> - characterisation, and - structure - Distinguish between the language of speech and writing and choose the appropriate register - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	opinion					
<p>Knowledge: (National Curriculum Coverage – Statutory Requirements)</p> <p>Writing – Vocabulary, Grammar and Punctuation</p>	<p><u>Vocabulary, Grammar and Punctuation:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 (see below) by: - leaving spaces between words - joining words and joining clauses using ‘and’ - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ - learning the grammar for year 1 (as outlined in English Appendix 2 	<p><u>Vocabulary, Grammar and Punctuation:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 (see below) by: - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - Learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, 	<p><u>Vocabulary, Grammar and Punctuation:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 (see below) by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 (see below) - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 (see below) accurately and appropriately when discussing their writing and reading. 	<p><u>Vocabulary, Grammar and Punctuation:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 (see below) by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 (see below) - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical 		

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	<p>– see below)</p> <ul style="list-style-type: none"> - use the grammatical terminology (as outlined in English Appendix 2 – see below) 	<p>question, exclamation, command</p> <ul style="list-style-type: none"> - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English - use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 				<p>terminology in English Appendix 2 (see below) accurately and appropriately in discussing their writing and reading.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Stanburn Writing Indicators (TAF – Yr 2 and 6 only)</p> <p>A child working towards the year group standard can:</p> <p><i>Writing – Vocabulary, Grammar and Punctuation</i></p>		<ul style="list-style-type: none"> - Demarcate some sentences with capital letters - Demarcate some sentences with full stops 				<ul style="list-style-type: none"> - Use capital letters, - full stops, - question marks, - commas for lists, - apostrophes for contraction <i>mostly</i> correctly
<p>Stanburn Writing Indicators. A child secure in the year group standard can:</p> <p><i>Writing – Vocabulary, Grammar and Punctuation</i></p>	<ul style="list-style-type: none"> - Use simple sentence structures - Use adjectives to describe - Write sentences using the conjunction and to join clauses - Use capital letters to demarcate the beginning of some sentences - Use full stops to demarcate the end of some sentences - Use capital letters for some proper nouns - Use exclamation marks or question marks to demarcate the end 	<ul style="list-style-type: none"> - Demarcate most sentences in their writing with capital letters - Demarcate most sentences in their writing with full stops - Use question marks correctly when required - Use present and past tense mostly correctly and consistently - Use co-ordination (e.g. or / and / but) to join clauses - Use some subordination (e.g. when / if / that / because) to join clauses 	<ul style="list-style-type: none"> - Use more than one clause and a range of conjunctions to extend sentences for/so (co-ordinating) although/before/since/while (subordinating) - Use a variety of sentence openers (e.g. fronted adverbials) - Show simple cohesion within sentences using pronouns and proper nouns - Show <i>consistent</i> and correct use of tense throughout a piece of writing - Use precise 	<ul style="list-style-type: none"> - <i>Consistently</i> use a wide range of sentences with varying conjunctions that have more than one clause: for/so/yet (co-ordinating); although/before/since/while/as/after (subordinating) - Vary sentence structure by using fronted adverbials - Use precise adjectives for description regularly in expanded noun phrases - <i>Effectively</i> use cohesion between 	<ul style="list-style-type: none"> - <i>Consistently</i> use a wide range of sentences with varying conjunctions that have more than one clause - <i>Mostly</i> correct use of co-ordinating conjunctions, e.g. for, and, nor, but, or, yet, so - <i>Mostly</i> correct use of a range of subordinating conjunctions, e.g. when, if, because, although, before, since, while, as, after - Vary sentence structure in a variety of ways, 	<ul style="list-style-type: none"> - Integrate dialogue in narratives to convey character and advance the action - Select vocabulary and grammatical structures that reflect what the writing requires, doing this <i>mostly</i> appropriately e.g. using contracted forms in dialogues in narrative; - using passive verbs to affect how information is presented; - using modal verbs to suggest degrees of possibility. - Use a range of

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	of some sentences		adjectives in noun phrases - Use the present perfect verb form - Use a or an correctly - Use capital letters, full stops, question marks, exclamation marks, commas for lists, commas to demarcate adverbs - inverted commas for direct speech	sentences and paragraphs - Show <i>consistent</i> and correct use of tense throughout a piece of writing - Use the basic punctuation taught at Key Stage 1 mostly correctly; capital letter, full stops, question marks, exclamation marks - Use commas for lists and to demarcate fronted adverbials - Use apostrophes to show omission or singular possession - Use apostrophes for plural possession with increasing confidence - Use <i>all</i> speech punctuation correctly	e.g. use of fronted adverbials - Use precise adjectives for description regularly in expanded noun phrases and prepositional phrases - Use a relative clause to <i>effectively</i> support a main clause - <i>Effectively</i> use cohesion within and across paragraphs - Use nouns and pronouns to support cohesion and avoid repetition - Use fronted adverbial phrases of time / manner to join information within and across paragraphs - Use conjunctions to aid cohesion - Show consistent and correct use of tense throughout a	devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, - pronouns, - synonyms, - Use verb tenses consistently and correctly throughout their writing - Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> - piece of writing - Use modal verbs to indicate degrees of possibility - <i>Consistently</i> use the basic punctuation taught at Key Stage 1 correctly - Use commas for lists, after fronted adverbials and to separate clauses - Use commas to clarify meaning or avoid ambiguity - Use apostrophes to show omission and possession (both singular and plural) - Use all speech punctuation correctly, including for direct and reported speech - Use of parentheses to add information to a sentence 	
<p><i>Stanburn Writing Indicators. A child moving beyond the year group standard can:</i></p>	<ul style="list-style-type: none"> - Use present and past tense mostly correctly - Use co-ordination (e.g. or, and, but) 	<ul style="list-style-type: none"> - Use the punctuation taught at key stage 1 mostly correctly e.g: exclamation 	<ul style="list-style-type: none"> - Use fronted adverbials to introduce the beginning of sentences 	<ul style="list-style-type: none"> - Use a relative clause to give more information to a main clause - Use relative 	<ul style="list-style-type: none"> - Select vocabulary and grammatical structures that reflect what the writing requires 	<ul style="list-style-type: none"> - Use the range of punctuation taught at key stage 2 correctly e.g: semi-colons,

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<i>Writing – Vocabulary, Grammar and Punctuation</i>	<p>and some subordination (e.g. when, if, because) to join clauses</p> <ul style="list-style-type: none"> - Use adverbs to qualify verbs - Demarcate sentences mostly correctly with capital letters and full stops, exclamation marks and question marks as required 	<p>marks</p> <ul style="list-style-type: none"> - commas for lists - apostrophes for possession - apostrophes for omission 	<ul style="list-style-type: none"> - Show good cohesion between sentences and paragraphs - Use a comma after a fronted adverbial - Use speech punctuation mostly correctly 	<p>pronouns to indicate a relative clause: who, which, that</p> <ul style="list-style-type: none"> - Show variation in speech punctuation - Use commas to indicate a relative clause in a sentence - Use speech punctuation correctly 	<ul style="list-style-type: none"> - Use contracted forms in dialogues in narrative - Use passive verbs to affect how information is presented - Use modal verbs to suggest degrees of possibility - Use a range of devices to build cohesion within and across paragraphs - Show variation in speech punctuation - Use speech punctuation for split speech correctly 	<ul style="list-style-type: none"> - dashes, - colons, - hyphens - and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
<p>Knowledge: (National Curriculum Coverage – Appendix 1)</p> <p>Spelling</p>	<p><u>Year 1</u> Basic revision of work covered in Reception:</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 	<p><u>Year 2</u> Basic revision of work covered in Year 1:</p> <ul style="list-style-type: none"> - As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain 	<p><u>Year 3 and 4</u> Revision of work from Year 1 and 2.</p> <ul style="list-style-type: none"> - Pay special attention to the rules for adding suffixes. 		<p><u>Year 5 and 6</u> Revise work done in previous years.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>which they represent</i></p> <ul style="list-style-type: none"> - <i>vowel digraphs which have been taught and the sounds which they represent</i> - <i>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</i> - <i>words with adjacent consonants</i> - <i>guidance and rules which have been taught</i> 	<p><i>them.</i></p>				
<p>All statutory requirements are taught via our Spelling Scheme: Spell Zoo</p>	<p><u>Revision from Reception and new work for Year 1:</u></p> <ul style="list-style-type: none"> - The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck - The /ŋ/ sound spelt n before k - Division of words into syllables - -tch - The /v/ sound at the end of words 	<p><u>New work for Year 2:</u></p> <ul style="list-style-type: none"> - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The /s/ sound spelt c before e, i and y - The /n/ sound spelt kn and (less 	<p><u>New work for Year 3 and 4:</u></p> <ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words of more than one syllable - The /ɪ/ sound spelt y elsewhere than at the end of words - The /ʌ/ sound spelt ou - More prefixes e.g. in-, un-, dis-, mis-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-, - The suffix -ation - The suffix -ly - Words with endings sounding like /ʒə/ or /tʃə/ - Endings which sound like /ʒən/ 	<p><u>New work for Year 5 and 6:</u></p> <ul style="list-style-type: none"> - Endings which sound like /ʃəs/ spelt -cious or -tious - Endings which sound like /ʃəl/ - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency - Words ending in -able and -ible Words ending in -ably and -ibly - Adding suffixes beginning with vowel letters to words ending in -fer - Use of the hyphen - Words with the /i:/ sound spelt ei after c 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Adding s and es to words (plural of nouns and the third person singular of verbs) - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word - Adding –er and –est to adjectives where no change is needed to the root word - Words ending –y (/i:/ or /ɪ/) - New consonant spellings ph and wh - Using k for the /k/ sound - Adding the prefix –un - Compound words - Common exception words <p><u>Vowel digraphs and trigraphs</u></p> <ul style="list-style-type: none"> - ai, oi - ay, oy - a–e - e–e 	<ul style="list-style-type: none"> often) gn at the beginning of words - The /r/ sound spelt wr at the beginning of words - The /l/ or /əl/ sound spelt –le at the end of words - The /l/ or /əl/ sound spelt –el at the end of words - The /l/ or /əl/ sound spelt –al at the end of words - Words ending –il - The /aɪ/ sound spelt –y at the end of words - Adding –es to nouns and verbs ending in –y - Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant 	<ul style="list-style-type: none"> - The suffix –ous - Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /ʃ/ sound spelt ch (mostly French in origin) - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin) - Words with the /eɪ/ sound spelt ei, eigh, or ey - Possessive apostrophe with plural words - Homophones and near-homophones - Word List for Year 3 and 4 		<ul style="list-style-type: none"> - Words containing the letter-string ough - Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused - Word List for Year 5 and 6 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - i-e - o-e - u-e - ar - ee - ea (/i:/) - ea (/ɛ/) - er (/ɜ:/) - er (/ə/) - ir - ur - oo (/u:/) - oo (/ʊ/) - oa - oe - ou - ow (/aʊ/) ow - (/əʊ/) ue ew - ie (/aɪ/) - ie (/i:/) - igh - or - ore - aw - au - air - ear (/ɛə/) - are (/ɛə/) 	<ul style="list-style-type: none"> before it - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - The /ɔ:/ sound spelt a before l and ll - The /ʌ/ sound spelt o - The /i:/ sound spelt -ey - The /ɒ/ sound spelt a after w and qu - The /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar after w - The /z/ sound spelt s - The suffixes -ment, -ness, -ful, -less and -ly - Contractions - The possessive apostrophe (singular nouns) - Words ending in -tion - Homophones and 				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		near-homophones - Common exception words				
<p>Knowledge: (National Curriculum Coverage – English Appendix 2)</p> <p>Vocabulary, Grammar and Punctuation terminology</p>	<p><u>Year 1: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> <p>Sentence: How words can combine to make sentences</p> <p>Joining words and</p>	<p><u>Year 2: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and</p>	<p><u>Year 3: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next,</p>	<p><u>Year 4: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text: Use of</p>	<p><u>Year 5: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<p><u>Year 6: Detail of content to be introduced (statutory requirement)</u></p> <p>Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Sentence: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures</p>

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	<p>joining clauses using 'and'.</p> <p>Text: Sequencing sentences to form short narratives.</p> <p>Punctuation: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p> <p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text: Correct choice and consistent use of present tense and past tense throughout writing 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]</p> <p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and</p>	<p>soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation: Introduction to inverted commas to punctuate direct speech</p> <p>Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p> <p>Terminology for pupils: determiner pronoun, possessive pronoun adverbial</p>	<p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Text: Linking 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation: Use of the semi-colon, colon and dash to mark the</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><i>to mark singular possession in nouns [for example, the girl's name]</i></p> <p>Terminology for pupils: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</i></p>				<p><i>boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</i></p> <p>Terminology for pupils: <i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i></p>