

Curriculum Progression Writing



Whole school curriculum intent:

All of the decisions that we make as a school are driven by the vision to continue 'building foundations for a love of learning, a love of life and a love of one another' for our children. This includes our school curriculum design.

This integral vision and a set of core values; *love, perseverance, truthfulness and respect*, are at the heart of all learning at our school.

A love of learning

We deliver a broad and balanced curriculum that meets the National Curriculum and EYFS Framework as a minimum, and strives to ensure that all of our pupils at least meet the national standards. Due to its ambitious content, implementation is scaffolded where needed, to meet the needs of all.

Our curriculum design builds curiosity and engages children; encouraging perseverance to overcome challenge. It is spiral in design, providing a wealth of knowledge, skills and cultural capital. We aim for children to 'know more and remember more', ensuring this builds on prior learning.

The Headteacher prioritises reading, staff foster a love of reading and all children being able to read to a good level, is prioritised. We aim to expand vocabulary and equip pupils to become responsible, truthful citizens and independent life-long learners.

A love of life

We have a passion and dedication to develop and nurture the whole child, to make sure they are happy, well-cared for individuals, with the resilience and aspiration to build on the *firm foundations* they have developed with us, through their future education and life. We want our children to be successful young people who will embrace life and *thrive* in modern Britain.

A love of one another

The 'Golden Thread' of our Curriculum is to broaden pupil's awareness, understanding and respect of different individual needs, cultures, religions, traditions and orientations within the wider world, as well as the community of Gloucester in which we belong. We teach children to recognise one another as unique individuals; we celebrate, welcome and love these differences.

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Subject Intent:

To increase pupils' prospects by ensuring that all children can confidently communicate and transfer their knowledge, ideas and emotions through their writing. We are determined to ensure that our pupils can speak, read and write fluently so that they can succeed in future life.

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- To ensure children's phonic skills are secure as early as possible as these are essential to developing as a competent, assertive reader and subsequently a proficient writer.
- To provide early reading foundations that enable pupils to be enthusiastic readers with a passion and love for storytelling, literature and vocabulary which inspires them to write.
- To provide early writing opportunities to immerse pupils in purposeful transcription and formation activities.
- To ensure that all children learn to write.
- For children to become enthusiastic and motivated writers.
- To immerse children in a range of genres in order to write for purpose and audience.
- To encourage a love of literature.
- Through thorough tracking and moderating we ensure that no child is left behind; those few pupils who find learning to write a challenge are supported through scaffolding and interventions to cater for their needs.

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Subject Implementation:

Knowledge, Skills and Progression

*Phase 1	Phase 2	**Phase 3
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	Reception Autumn 1 • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	Reception Autumn 2, Spring 1 and Spring 2 • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
**Phase 4	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	Reception Summer 2 • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words Year 1 Autumn 1 and 2 • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words Year 1 Spring 1 and 2 • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	Year 1 Summer, Year 2/ Key Stage 2 • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum
<i>*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.</i> <i>**Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.</i>		

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Phonics Term by term Progression					
Reception Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /qu/ <ku> /ch/ <ch>	/sh/ <sh> /th/ <th> (voice and unvoiced) /ng/ <nh> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review Week R:3
he, she, buses	we, me, be	push	was, her		my, you
* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.					

Reception Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

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Reception Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so have	were, out, like	some, come, there	little, one, do	children, love	

Reception Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y) oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y) oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y) oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Y1 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1: 2	Re ise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	Revise: /oi/ <oy> /ur/ <ir> /(y) oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y) oo/ <ew> /oa/ <oe>

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Year 1 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y) oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1 Summer 1, Summer 2: all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (ELS Appendix ii)					

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Essential Spelling Term by Term Progression Year 2						
Year 2 Autumn 1: ELS Spelling						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Common Words	Week 7
Vowels and Consonants /ai/ /ee/	/igh/ /oa/ /(y)oo/	/j/ spelled <g> /j/ spelled <ge> /j/ spelled <dge>	/n/ spelled <kn> /n/ spelled <gn> /r/ spelled <wr>	/ee/ spelled <ey> /s/ spelled <c> /l/ spelled <il>	/or/ spelled <oor> Common words: because, most /igh/ spelled <i>	/u/ spelled <o> /o/ spelled <a> /or/ spelled <a>/<al>

Year 2 Autumn 2: Essential Spelling						
Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 Common Words	Week 7 Review
/zh/ spelled <s> /zh/ spelled <si> Homophones	/ur/ spelled <or> /or/ spelled <ar> Homophones	/j/ spelled <g> /n/ spelled <ng> /s/ spelled <c>	/j/ spelled <ge> /n/ spelled <kn> /ee/ spelled <ey>	/u/ spelled <o> /zh/ spelled <s> or <si> /r/ spelled <wr>	/oo/ spelled <o> /h/ spelled <wh> /ai/ spelled <ea>	/j/ spelled <dge> /o/ spelled <a> /or/ spelled <a>/<al>

Year 2 Spring 1: Essential Spelling					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/l/ spelled <el> /l/ spelled <le> /l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /id/ /t/ /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y, -est, -ing	Homophones	oa/ spelled <o> /e/ and /ee/ spelled <e>

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Year 2 Spring 2: Essential Spelling					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Apostrophes for contraction Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /id/ /t/ /d/	Drop <e> and add suffix -er	Drop <e> and add suffix -y, -est <a> spelled /ar/ and other Common Words	-tion endings Common Words: people, busy, water Common Words: would, should, could/oo/ spelled <oul>

Year 2 Summer 1: Essential Spelling					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Common Words
Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less Suffix -ness with no change to the root word

Year 2 Summer 2: Essential Spelling					
Week 1	Week 2	Week 3	Week 4	Week 5 Common Words	Week 6 and 7 Common Words Review
<y> spelling /igh/ or /ee/ Drop the <y>, add an <i> add -ed where <y> is spelling /igh/ /ee/	Plurals where dropping <y> add an <i> add -es Drop the <y>, add an <i> add -ed where <y> is spelling /igh/ /ee/	Comparatives vs superlatives Drop the <y> add an <i> add -er, -est	Doubling consonants of CVC words when adding a suffix -y Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er, -est	Common Words: sugar, eye, again, any, many, beautiful, hour, parents, sure, clothes	Review any previously taught content to ensure children have additional practice where required.

Spelling	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
							
	• Use phonic knowledge to write words in ways which match spoken sounds • Some words are spelt correctly and others are phonetically plausible • Write some common irregular words	Through independent writing activities demonstrate an ability to use: • The prefix 'un' • s and es suffixes for plurals and on verbs in the singular third person (cots, thanks, catches) • Adding suffixes where there is no change to the root word – ing, -ed, -er, -est • Write simple sentences dictated by the teacher	Through independent writing activities demonstrate an ability to use: Suffixes • Adding suffixes to create words which add more detail – ment, -ness, -ful, -less, -ly • Drop the e before adding –ing, ed, er, est, y Hiking, hiked, hiker, nicest, shiny • Drop the y before adding –ed, -er, -est Copied, copier, happiest • Keeps y before adding ing Copying replying# • Doubles the end consonant to avoid making a split vowel digraph when adding –ing, -ed, er, -est y to 1 syllable words • Plurals/adding es/s to verbs • Change y to i before adding es Fly/flies, try/tries, baby/babies (except donkeys, monkeys) - Uses apostrophe for possession for singular nouns: Ravi's, the girl's, the child's	Through independent writing activities demonstrate an ability to use: • Prefixes • Unchanging prefixes – un, dis, mis, re, sub • Unchanging prefixes – inter, super, anti, auto • Changing prefixes – in (meaning not), including in, il, im and ir • Suffixes • Double the consonant before adding –ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable – forgetting, beginning • Suffix ation (knocks of e to add ation as appropriate) • Suffix sion • Suffixes tion, sion, ssion, cian applying the various rules • Suffix ly (knocks off e and changes y to l before adding ly) Suffix ous (either added unchanged, our changed or before ous, drop the e and changes y to l before adding ous)	Through independent writing activities demonstrate an ability to use: • Prefixes • Unchanging prefixes – un, dis, mis, re, sub • Unchanging prefixes – inter, super, anti, auto • Changing prefixes – in (meaning not), including in, il, im and ir • Suffixes • Double the consonant before adding –ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable – forgetting, beginning • -ation (Drop the e to add ation as appropriate) • -sion • Suffixes tion, sion, ssion, cian applying the various rules • Suffix ly (drop the e and changes y to i before adding ly) Suffix ous (either added unchanged, our changed or before ous, drop the e and changes y to l before adding ous) • Year 3 and 4 homophones Accept, except, affect, effect, ball, bawl, berry, bury	Through independent writing activities demonstrate an ability to use: • Spelling rules • i before e except after c – deceive, conceive • Uses ough correctly – bought, thought, rough, tough • Recognises silent letters in words and spells them correctly – doubt, island, lamb, solemn • Prefixes • Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels – co-ordinate, re-enter • Suffixes • Adding cious to root words which end in ce (drop the e) and adding tious to root words which end in tion)knock off tion – vicious, gracious, fictitious • Cial ending after a vowel and tial after a consonant – official, special, artificial • Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c, g, qu • Add able/ably (replacing ation) and ible/ibly – adorable, adorably	Through independent writing activities demonstrate an ability to use: • Spelling rules • i before e except after c – deceive, conceive • Uses ough correctly – bought, thought, rough, tough • Recognises silent letters in words and spells them correctly – doubt, island, lamb, solemn • Prefixes • Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels – co-ordinate, re-enter • Suffixes • Adding cious to root words which end in ce (drop e) and adding tious to root words which end in tion) drop tion – vicious, gracious, fictitious • Cial ending after a vowel and tial after a consonant – official, special, artificial - Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c, g, qu • Add able/ably (replacing ation) and ible/ibly – adorable, adorably

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			- Common homophones – their/there/they're, here/hear, quiet/quite, one/won, to/too/two - Punctuation – spell contracted forms – can't, don't, hasn't, couldn't, it's, I'll - Write simple sentences dictated by the teachers using words and punctuation from Y1 and 2 expectations	- Year 3 and 4 homophones Accept, except, affect, effect, ball, bawl, berry, bury - Punctuation – uses apostrophes for plural nouns – 'girls', boys', babies, children's, men's	Punctuation – uses apostrophes for plural nouns – 'girls', boys', babies, children's, men's	- When adding –ing and –ed, double r if – fer is stressed – referring, referred, reference, referee - Year 5 and 6 homophones and other words often confused - Ce for nouns and se for verbs – advice, advise, device, devise	- When adding –ing and –ed, double r if – fer is stressed – referring, referred, reference, referee - Year 5 and 6 homophones and other words often confused - Ce for nouns and se for verbs – advice, advise, device, devise
Transcription	- Hears and says the initial sound in words - Can segment the sounds in simple words and blend them together - Representing some sounds correctly and in sequence - Write words from pictures						

Handwriting	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Give meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write sentences dictated by the teacher	Follow the 3 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil comfortably using a tripod grip. Pressure should be moderate and not too tight. • Increase the legibility, consistency and quality of their handwriting <i>e.g. letter formation and finger spaces; capital and lower case letters</i> • Form capital letters and digits 0-9 the correct size, orientation and relationship to one another and to lower-case letters • Understand which letters belong to which handwriting ‘families’ and practise these	Follow the 3 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil comfortably using a tripod grip. Pressure should be moderate and not too tight. • Begin to use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting <i>e.g. down strokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i> • Begin to join some letters	Follow the 3 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil comfortably using a tripod grip. Pressure should be moderate and not too tight. • Use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting <i>e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i>	Follow the 3 Ps rule: Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pen: Hold the pen comfortably using a tripod grip. Pressure should be moderate and not too tight. • Use the diagonal and horizontal strokes that are needed to join • Increase the legibility, consistency and quality of their handwriting <i>e.g. downstrokes are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</i>	Write legibly, fluently and with increasing speed. • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters • Use spacing between words that reflects the size of letters • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting • Begin to form a personal style of handwriting whilst incorporating the above	

- These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Punctuation	- Write simple sentences which can be read by themselves and others. - Use a capital letter and full stop.	- Leave spaces between words - Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - Use simple sub-headings to organise information	- Use capital letters to start a sentence and to know that a sentence starts following a full stop/ exclamation mark or question mark. - Use full stops consistently to finish a sentence and to explicitly understand when a sentence has finished. <i>The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.</i> - Use exclamation marks for emphasis - Use apostrophes for contractions	- Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Apply the possessive apostrophe (singular regular nouns) - Use question marks correctly - Use commas correctly - Use commas for lists - Begin to use inverted commas to demarcate speech	- Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes for singular regular nouns - Use question marks and exclamation marks correctly - Use commas for lists - Use inverted commas to demarcate speech - Use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech - Use commas after fronted adverbials	Revise and ensure the accuracy of: - Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes for singular regular nouns - Use question marks and exclamation marks correctly - Use commas for lists - Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech - Use commas to clarify ambiguity in writing e.g. <i>Pink zebra crossing/ Pink zebra, crossing</i> - Use inverted commas to demarcate speech accurately Pupils should be taught to: - Use colons to introduce a list	Revise and ensure the accuracy of: - Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes for singular regular nouns - Use question marks and exclamation marks correctly - Use commas for lists - Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech - Use commas to clarify ambiguity in writing e.g. <i>Pink zebra crossing/ Pink zebra, crossing</i> - Use inverted commas to demarcate speech accurately Pupils should be taught to: - Use colons to introduce a list

Grammar	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	- Write short sentences with words with known sound-letter correspondences. - Write simple sentences which can be read by themselves and others.	- Join words and joining clauses using 'and' - Use coordinating conjunctions such as and/ but <i>i.e. I like apples and bananas. I like apples but I don't like bananas.</i> - Begin to secure the grammar for year 1 in English appendix 2 - Use the grammatical terminology in English English appendix 2 in discussing their writing - Identify and use nouns/verbs/ adjectives - Identify and use the four different sentence types; statement/ command/ question/ exclamation - Use prepositional phrases to order events - Use expanded noun phrases to add detail and description; <i>determiner, adjective, noun</i> - Begin to use simple past tense –ed and know some irregular forms (<i>went, said</i>) - Edit writing to correct spelling, improve structure or word choice	- Understand what a sentence is and how they are used (to state and join ideas or facts). Know that a simple sentence is made up of a subject and a verb (<i>Jack sat.</i>) and that we use other word classes to add detail. - Be increasingly aware of and understand function of basic word class <i>e.g. noun, adjective, verb, adverb</i> - Understand how to use some coordinating conjunctions (<i>and, but, so</i>) - Understand how to use some subordinating conjunctions (<i>because, if, when, that</i>) - Extend vocabulary by being able to select the best synonym - Identify adjectives in expanded noun phrases - Use expanded noun phrases to add purposeful detail or information - Use simple past tense - Know the exceptions when	- Be increasingly aware of and understand function of basic word class <i>e.g. noun, adjective, verb, adverb</i> - Understand how to use some conjunctions (<i>and, but, so, or</i>) - Understand how to use some subordinating conjunctions (<i>if, when, because</i>) - Extend the range of sentences with more than one clause by using a wider range of these conjunctions - Choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition - Use adverbs with some fronting (fronted adverbial) and commas after these when fronted - Create and identify expanded noun phrases (one purposeful adjective and noun)	- Be increasingly secure in using and understanding word classes <i>e.g. noun, adjective, verb, adverb</i> - Identify the subject and verb within an active sentence <i>e.g. The girl was washing the dog (active) as opposed to The dog was being washed by the girl (passive)</i> - Use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time when relating events in a piece of writing - Understand how to use most coordinating conjunctions (<i>and, but, or, yet, so</i>)	Be secure using and understanding basic word class e.g. noun, adjective, adverb, determiner, pronoun - Identify subject/ verb/ object within an active sentence - Use present, simple past, present and past progressive verb tenses (incl. Irregular forms) to show the difference in time when relating events in a piece of narrative writing - Use expanded noun phrases (with two purposeful adjectives, a noun and a prepositional phrase) to	.Revise basic word class <i>e.g. noun, adjective, verb, adverb, determiner, pronoun</i> - Use a range of expanded noun phrases to convey complicated information concisely - Use sentences with different forms such as single clause sentences for effect (<i>i.e. dramatic effect in fiction; emphasis in non-fiction</i>) - Use a wide range of subordinating conjunctions and the complete set of coordinating conjunctions: FANBOYS - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (<i>i.e. omitted</i>) relative pronoun <i>i.e. This is the man [that] I saw.</i> - Use the perfect form of verbs

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			using past tense (<i>i.e said, went</i>) - Order events or information in writing by using time conjunctions - Identify sentences with different forms in their writing (eg. statements, exclamations, commands, questions)	- Use different sentence types: command, question, exclamation, statement - Use correct and consistent tense structures: past, present and future tense - Begin to understand and use present and past progressive tenses correctly - Use prepositions of time	- Understand how to use and increasing range of subordinating conjunctions (<i>if, since, as, although, while, after, before, until and because</i>) - Extend the range of sentences with more than one clause by using a wider range of these conjunctions - Choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition - Create/ identify expanded noun phrases (<i>two purposeful adjectives & noun</i>) - Understand and use verb inflections <i>was/ were, etc.</i> - Revise different sentence types: <i>command, question, statement, exclamation</i>	convey complicated information concisely e.g. <i>My mother has always wanted to live in a cosy, wooden cabin by the lake.</i> - Use sentences with different forms such as single sentences for effect e.g. <i>The Great Fire of London happened in 1666/ Benjamin froze.</i> - Understand how to use all the coordinating conjunctions FANBOYS - Understand how to use wider range of subordinating conjunctions (<i>if, since, as, when, although, while, after, despite, however etc</i>) - Use an increasing range of adverbs with some fronting and commas after these	to mark relationships in time/cause i.e <i>I've known Karen since 1994. I've known Karen for 20 years. Since the rain came, my plants have shot up.</i> - Use conjunctions, adverbs and prepositions to express time/cause - Use fronted adverbials and commas after these - Understand and use inflections <i>was/were</i> - Use determiners accurately <i>a/an</i> - Identify the subject, verb and object in both active and passive sentences - Use a range of subordinate clauses - Recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice - Use passive verbs to affect the presentation of information in a sentence i.e. <i>The scarf was made by grandma. (instead of Grandma made the</i>
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					• Revise formation of past, present and future tense • Use fronted adverbials with commas after these	• Use prepositions of time within/ to start sentences • Understand and use verb inflections was/were • Use determiners accurately a/an • Use reported speech to show formality and direct speech to show informality. • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> both within and at the end of sentences • Use the present perfect form of verbs in contrast to the past tense • Understand how to indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] • Use the subordinating	scarf). The subject gets the action. • Use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification)
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						conjunction 'if' with modals to express the conditional • Use fronted adverbials for manner, place and time	

Composition	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	• Gives meaning to marks they make as they draw, write and paint • Begins to break the flow of speech into words • Continues a rhyming string • Writes own name and other words such as labels, captions • Attempts to write short sentences in meaningful contexts	Through speaking and listening activities: · Compose a sentence orally before writing it Through planning activities: · Say out loud what they are going to write Through writing and evaluating independent writing: · Sequence sentences to form short narratives or recounts · Re-read what they have written to check that it makes sense Through performing and presenting the texts they write: · Read aloud their writing clearly enough to be heard by their peers and the teacher	Through speaking and listening activities: • Say out loud what they are going to write, sentence by sentence Through planning activities: • Record key ideas • Record key vocabulary • Encapsulate what they want to say sentence by sentence Through writing and evaluating independent writing: • Write narratives (fictional stories and recounts) • Write about real events • Write poetry • Write for different purposes • Re-read their writing to check that it makes sense including the correct use of tense, spelling and punctuation Through performing and presenting the texts they write:	Through speaking and listening activities: • Composing and rehearsing sentences orally (including dialogue) • Developing a rich and varied vocabulary • Speaks in a wider range of sentence structures Through planning activities: • Discuss the structure, vocabulary and grammar of texts which they are going to write • Organise paragraphs around themes Through extended pieces of writing: • In narratives, create characters, settings and plot • In non-fiction use organisational devices such as headings and subheadings	Through speaking and listening activities: • Composing and rehearsing sentences orally (including dialogue) • Developing a rich and varied vocabulary • Speaks in a wider range of sentence structures Through planning activities: • Discuss the structure, vocabulary and grammar of texts which they are going to write • Organise paragraphs around themes Through extended pieces of writing: • In narratives, create characters, settings and plot • In non-fiction use organisational devices such as headings and subheadings Through evaluating	Through planning activities: • Identify audience and purpose for writing, selecting the appropriate form • In narrative, consider how authors have developed characters and settings • Note and develop ideas, drawing on reading and research Through extended pieces of writing: • Change and enhance meaning of a text by applying skills from grammar and punctuation • In narratives, describe setting, character and atmosphere • In narratives, integrate dialogue to convey character and action • Build cohesion within and across paragraphs • Use further presentational devices to structure texts and guide the reader (headings, subheadings, bullet points and underlining) Through evaluating their own and others writing • Summarise longer passages • Assess writing, suggesting improvements • In evaluation, suggest vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech	Through planning activities: • Identify audience and purpose for writing, selecting the appropriate form • In narrative, consider how authors have developed characters and settings • Note and develop ideas, drawing on reading and research Through extended pieces of writing: • Change and enhance meaning of a text by applying skills from grammar and punctuation • In narratives, describe setting, character and atmosphere • In narratives, integrate dialogue to convey character and action • Build cohesion within and across paragraphs • Use further presentational devices to structure texts and guide the reader (headings, subheadings, bullet points and underlining) Through evaluating their own and others writing • Summarise longer passages • Assess writing, suggesting improvements

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			· Read aloud their writing using intonation to make meaning clear	Through evaluating their own and others writing: • Assess the effectiveness of writing, suggesting improvements • In evaluation, suggest changes to grammar and vocabulary • Proof read spellings and punctuation errors Through performing and presenting the texts they write: • Read their own writing, controlling intonation, tone and volume so that the meaning is clear	their own and others writing: • Assess the effectiveness of writing, suggesting improvements • In evaluation, suggest changes to grammar and vocabulary • Proof read spellings and punctuation errors Through performing and presenting the texts they write: • Read their own writing, controlling intonation, tone and volume so that the	· In evaluation, suggest vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech • Proof read for spelling and punctuation errors Through performing and presenting the texts they write: • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	· Proof read for spelling and punctuation errors Through performing and presenting the texts they write: • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
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