

Talk for Writing Teaching Sequence

Possible Timescales	Stage	Teaching	Writing
Week before unit		Provide stimulus and opportunity for 'Show me what you know' task in Planning Journals Read and identify class targets for improving vocab, text structure, and sentence structure/punctuation Adapt model text Ensure that target teaching is planned	'Show me what you know' task
Day 1	I m i t a t i o n S t a g e	Shared read, get to know text type, book talk Target teach	Short burst write ideas: Reader response Using and applying new vocab Playing with new grammar & punctuation Drama follow up Short burst write
Day 2		Check vocab, collect synonyms; act out, check comprehension of plot Target teach	
Day 3		Vocab work; target teaching related to model	
Day 4		Look at structure/plot (Co-construct boxing up) Target teach	
Day 5		Analyse for effect on reader (Toolkit) Read other similar texts to add to toolkit	
Day 6	I n o v	Plan new text as a class (teacher models); bank ideas; bank new vocab	Supported plan new text (related to class version)
Day 7		Finish planning	

Should Have (Organised in Teaching Sequence):

1. Teacher to create a model text that includes specific teaching points selected from Writing Progression documents (contained in Shared English Folder).
2. Read the model text with the children as a whole. Explore the meaning of new vocab, understanding of text (literal & inferential questions), and impact on reader. a. Did you enjoy it? Why/Why not? How did it make you feel?
3. Identify Purpose, Text Type & Audience
4. Teach sentence structure: fragment, phrase, sentence, four sentence types, clauses, expanding kernel sentences using who, what, when, where, why, how? Or because, but, so etc.
5. Introduce sections of the model text depending on what grammar/sentence structure/punctuation/technique is being taught.
6. Daily games/practice tasks exploring taught language patterns and sentence structures.
7. Toolkit Creation – create a tool kit as consolidation of features/techniques taught. Use the model text to identify good examples of each feature (could then compare to another text of the same type).
 - a. Pre-write the toolkit for display and to use as a model when teaching how to fill out
 - b. Change the toolkit into a grid. Do beginning as a class then independently find examples of the skills/features listed in the toolkit in the model text and similar texts (assessment tool)
8. Annotate features in the text & explore their function/purpose, practise using the features
9. Writing in the style of the model. E.g. adding in a missing paragraph from the text in the style of the model or imitate sentence structures to write the next paragraph.

	a t i o n S t a g e	Shared write new text part 1	<p>3. Use the same five or six fingers to retell a more detailed version of the model. Add your own 'twist' to the story.</p> <p>4. Make changes (a twist) to the model – try not to hug too closely to the model depending on the ability of your class/ groups of children (ways to twist below).</p> <ul style="list-style-type: none"> • a. Substitution: changing words, characters, settings etc. • b. Addition: adding to or embellishing to expand/extend a text • c. Alteration : altering part of a text in ways that change the course of events • d. Changing time: Past, present etc. • e. Change of view: retelling from another's point of view; change of person e.g. 3rd to 1st • f. Reordering: the text e.g. flashbacks and time slips g. Sequels & prequels: what happens before/next? • h. (Only Upper KS2) Genre switching: changing text type e.g. story to an information text/ newspaper report OR story type, e.g. sci-fi, fantasy, etc. <p>5. Change Bare Bones to match new story – practice retelling on fingers</p> <p>6. Use boxing-up template from model text to box-up (plan) new story/ parts of story. You may want to focus only on one part of the story to ensure children are focussing on the writing features they have been taught at this stage; in the next stage, children will be able to apply their learning independently in a longer piece of writing.</p> <p>7. Write new story with a twist. You could keep good pace during this part of the unit in the following way:</p> <ul style="list-style-type: none"> • a. The teacher could share write the introduction (always being explicit about using the model and the toolkit for support) this could then be stuck in books. • b. Then, as a class, look at the next section of the model – discuss the changes that may be needed and the technical skills that must be applied. This is where you continue to model and teach sentence structure & types. YOU provide the wealth of language and model thinking processes behind this. (Initiate – Model – Enable) c. Could give them a 'dull example' to improve in partners • d. Finally, write a section independently • e. Following this 'I do a section, we do a section, you do a section' pattern could stop the "Twist" phase from taking too long and release the children from having to write and think about the whole text: allowing them to focus on implementation of techniques and sentence structure they have learnt <p>8. This section is where you need to focus on formative feedback to help children edit/improve on the spot</p>	Write new text part 1 Check
		Mark part 1, provide feedback		
Day 8		Provide edit/improve opportunity (teach how to edit)		Edit and improve part 1
		Shared write new text part 2		Write new text part 2 Check
		Mark part 2, provide feedback		
Day 9		Provide edit/improve opportunity (teach how to edit)		Edit and improve part 2
		Shared write new text part 3		Write new text part 3 Check
		Mark part 3, provide feedback		
Day 10		Provide edit/improve opportunity (teach how to edit)		Edit and improve part 3
		Shared write new text part 4		Write new text part 4 Check
		Mark part 4, provide feedback		
Day 11		Provide edit/improve opportunity (teach how to edit)		Edit and improve part 4
	Shared write new text part 5	Write new text part 5 Check		
	Mark part 5, provide feedback			
Day 12	Provide edit/improve opportunity (teach how to edit)	Innovation completed Peer/Self evaluate		

Day 13	i n d e p e n d e n t	Teach/recap from innovations <i>Provide stimulus for 'Show What You Know' task</i> Give children opportunity to discuss ideas with peers before planning Independently plan new text	Should Have (Organised in Teaching Sequence): 1. Steps: Plan – write – edit – write – edit (If using written planning rather than pictorial, remember to plan in the same tense as the story will be written otherwise this will cause inconsistency of tense in independent writing) 2. Revisit Toolkit and practice applying the grammatical and language features taught as lesson starters 3. Box up (plan) new story side by side with model story to encourage short, to the point planning focussing on the intent of the parts of the story (positive, negative) and how these are going to be written 4. Talk through the new bare bones as often as possible to ensure children do not stray from their plan. A plan should be useful! 5. Vocabulary building for independent writing 6. Shared writing of the teacher's version to model (this must be significantly different to anything the children may write at this point, otherwise it is not independent writing) 7. Independent writing split up into stages (for example one day you might ask children to focus on writing the beginning of their story, the next day the middle and the final day the end. For greater depth children you would differentiate by asking them to "deepen the moment" (write more about a certain plot point) rather than carrying on to the next part of their story) 8. Formative marking as and when needed. This could be in partners, 1:1 with the teacher or in small groups – just do whatever works for your class! 9. Children may need to re-draft sections based on feedback but please do not ask children to re-write an entire piece of work	Plan new text
Day 14		Opportunity to write new text (independently use and apply toolkits & structures)		Write new text – Show What You Know
Day 15		Opportunity to complete and edit new text		Complete and edit new text
Assess progress from 'Have a Go' task to 'Show What You Know' task				
Independent application across the curriculum				

Assessment:

Pre-unit assessment: 'Show me what you know' task
 Two end of unit independent tasks per half-term summative assessment document: 'Show me what you can do now' task
 1 cross curricular writing task
 Whole -class feedback assessment strategy

Year 1: Unit 1 - Writing to Entertain - Story			Year 2: Unit 1 - Writing to entertain - Story		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of stories at a level beyond that at which they can read independently (2) - being encouraged to link what they read or hear to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (2) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • naming the letters of the alphabet in order • leaving spaces between words 	<p>G:</p> <ul style="list-style-type: none"> • What is a noun? • What is an adjective? • Leaving spaces between words <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences with a capital letter and full stop. • Capital letter for names of people and places (Toby, London) 	<p>WR:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently (2) - discussing the sequence of events in books and how items of information are related (3) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher (1) 	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) • Consider what they are going to write before beginning by: <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 • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils 	<p>P:</p> <ul style="list-style-type: none"> • Secure use of Y1 punctuation: <ul style="list-style-type: none"> - Capital letters (Capital letter for names, Capital letter for the personal pronoun I), Full stops, Question marks, Exclamation marks <p>G:</p> <ul style="list-style-type: none"> • Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. • Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) • Expanded noun phrases e.g. lots of people, plenty of food
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary
<p>S:</p> <ul style="list-style-type: none"> • <p>H:</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 and finishing in the right place • Letter join Units 	<p>R:</p> <ul style="list-style-type: none"> phonics decode grapheme phoneme vocabulary discussion <p>W:</p> <ul style="list-style-type: none"> sentence compose alphabet 	<p>S: To be added</p> <p>H: Letterjoin Units</p>	<p>R:</p> <ul style="list-style-type: none"> Decode Fluent Accurately Grapheme Syllable <p>W:</p> <ul style="list-style-type: none"> Fictional Adjective Adverb Compound sentence 		

	noun adjective punctuate capital letter full stop lower case		Connectives Conjunctions Noun phrases
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Year 1: Unit 2 - Writing to Entertain - Poetry			Year 2: Unit 2 - Writing to entertain - Poetry		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<ul style="list-style-type: none"> • WR: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Comp: • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems at a level beyond that at which they can read independently (2) • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • Read aloud their writing clearly enough to be heard by peers and teacher – in small Focus Groups. • leaving spaces between words • naming the letters of the alphabet in order • leaving spaces between words 	<ul style="list-style-type: none"> • G: • introduce prepositions: inside, outside, towards, across, over • P: • Capital letter for the personal pronoun I 	<ul style="list-style-type: none"> • WR: • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Comp: • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently (2) - discussing the sequence of events in books and how items of information are related (3) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - checking that the text makes sense to them as they read, and correcting inaccurate reading 	<ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing poetry - Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - re-reading to check that their writing makes sense - read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • G: • Alliteration e.g. wicked witch slimy slugs • Similes using...like... e.g. ... like sizzling sausages ...hot like a fire • Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails • P: • Exclamation marks • Ellipsis to engage reader
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 1: Unit 3 - Writing to Entertain			Year 2: Unit 3 - Writing to Entertain		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation

<p>WR:</p> <ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read other words of more than one syllable that contain taught GPCs <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known (1) • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher (3) • Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • Discuss what they have written with the teacher or other pupils • leaving spaces between words 	<p>G:</p> <ul style="list-style-type: none"> • adjectives to describe • Similes to extend description (as tall as a...) • Prepositions <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. 	<p>WR:</p> <ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic stories at a level beyond that at which they can read independently (2) - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (3) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far (5) - answering and asking questions 	<ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - Make simple additions, revisions and corrections to their own writing by: - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently 	<p>G:</p> <ul style="list-style-type: none"> • Adverbs for description e.g. Snow fell gently and covered the cottage in the wood • List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. • '-ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ... <p>P:</p> <ul style="list-style-type: none"> • Comma after -ly opener e.g. Fortunately,....Slow ly,....
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 1: Unit 4 - Writing to Inform			Year 2: Unit 4 - Writing to Inform		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation

<p>WR:</p> <ul style="list-style-type: none"> • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <p>Comp:</p> <ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • discussing the significance of the title and events (2) • Participate in discussion about what is read to them, taking turns and listening to what others say • 	<ul style="list-style-type: none"> • Write sentences by: <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 	<p>G:</p> <ul style="list-style-type: none"> • adjectives to describe • Joining words and joining clauses using and • Prefixes and suffixes • Prepositions recap <p>P:</p> <ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark 	<p>WR:</p> <ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <p>Comp:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic non-fiction at a level beyond that at which they can read independently (2) • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done (4) • answering and asking questions 	<ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences - writing about real events - Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - 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 	<p>G:</p> <ul style="list-style-type: none"> • Prepositions: behind above along before between after • Similes using...like... e.g. ... like sizzling sausages ...hot like a fire • Adverbs for information e.g. Lift the pot carefully on to the tray. The river quickly flooded the town. • Writing in the first person • GDs - Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. <p>P:</p> <ul style="list-style-type: none"> • Accurate punctuation of all sentences • GD – punctuate relative clause
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 3: Unit 1 - Writing to Entertain			Year 4 : Unit 1 Writing to Entertain		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) - using dictionaries to check the meaning of words that they have read (1) - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (2) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - predicting what might happen from details stated and implied (5) • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> - discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures - using the present perfect form of verbs in contrast to the past tense • Evaluate and edit by: <ul style="list-style-type: none"> - <u>proof-read</u> for spelling and punctuation errors 	<p>G:</p> <ul style="list-style-type: none"> • Powerful verbs and effective adjectives to create atmosphere/action • Using a variety of adverbial openers e.g.-ly, how and when • Create tension by using dramatic openers, alliteration, similes, use of senses to describe <p>P:</p> <ul style="list-style-type: none"> • Ensure KS1 Punctuation is secure • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) • Commas for sentence of 3 - description 	<p>WR -</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp –</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied 5 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</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 <p>Draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot. • 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. Model text to demonstrate – Children to begin to pick this up <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • <u>assessing</u> the effectiveness of their own and others’ writing and suggesting improvements • <u>proof-read</u> for spelling and punctuation error 	<p>G: Paragraphs to organise ideas</p> <p>Powerful verbs and effective adjectives to create atmosphere/action</p> <p>Using a variety of adverbial openers e.g.-ly, how and when</p> <p>Drop in –‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Using dialogue to convey character</p> <p>P: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella!</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 3: Unit 2 - Writing to Entertain: Poetry			Year 4: Unit 2 - Writing to entertain: Poetry		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> ● Develop attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (2) - identifying themes and conventions in a wide range of books (3) ● Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - asking questions to improve their understanding of a text (8) 	<ul style="list-style-type: none"> ● Plan their writing by: <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 ● Draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally , progressively building a varied and rich vocabulary ● Evaluate and edit by: <ul style="list-style-type: none"> - ___proposing changes to vocabulary to improve consistency - ___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. 	<p>G:</p> <ul style="list-style-type: none"> ● Powerful verbs e.g. stare, tremble, slither ● Boastful Language e.g. magnificent, unbelievable, exciting! ● Grammar relevant to your chosen poem <p>P:</p> <ul style="list-style-type: none"> ● punctuation relevant to your chosen poem 	<p>WR –</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp –</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ● checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context 1 ● asking questions to improve their understanding of a text 	<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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ● composing and rehearsing sentences orally , progressively building a varied and rich vocabulary ● <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● ___proposing changes to vocabulary to improve consistency <p>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.</p>	<p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 3: Unit 3 - Writing to Inform			Year 4: Unit 3 - Writing to Inform		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read (1) - identifying themes and conventions in a wide range of books (3) • Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context (1) - identifying main ideas drawn from more than 1 paragraph and summarising these (3) 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> • discussing and recording ideas • Draft and write by: <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Evaluate and edit by: <ul style="list-style-type: none"> • <u>proposing</u> changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • 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 	<p>G:</p> <ul style="list-style-type: none"> • Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... • Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) • Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. <p>P:</p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) • Use of commas to mark the relative clause 	<p>WR –</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp –</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 1 • identifying themes and conventions in a wide range of books 3 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning 1 	<p>-</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • 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 structure • organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • <u>assessing</u> the effectiveness of their own and others’ writing and suggesting improvements 	<p>Long and short sentences:</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. It was midnight. It’s great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p>P: Commas to mark clauses and to mark off fronted adverbials</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 3: Unit 4- Writing to Inform

Year 4: Unit 4 - Writing to Inform

Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp:</p> <ul style="list-style-type: none"> ● Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (2) ● Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (4) - predicting what might happen from details stated and implied (5) ● Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> ● Plan their writing by: <ul style="list-style-type: none"> - discussing and recording ideas ● Draft and write by: <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 - organising paragraphs around a theme - in narratives, creating settings, characters and plot ● Evaluate and edit by: <ul style="list-style-type: none"> - <u> </u>proof-read for spelling and punctuation errors - <u> </u>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. 	<p>G:</p> <ul style="list-style-type: none"> ● Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air ● Powerful verbs and effective adjectives to create atmosphere/action ● Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue ● Create tension by using dramatic openers, alliteration, similes, use of senses to describe, move the threat closer ● Subordination using conjunctions like until and before <p>P:</p> <ul style="list-style-type: none"> ● Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) 	<p>WR –</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comp –</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 2 <ul style="list-style-type: none"> ● reading books that are structured in different ways and reading for a range of purposes ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 2 <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ● predicting what might happen from details stated and implied 5 ● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>-</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 <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 ● organising paragraphs around a theme ● in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● <u> </u>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● <u> </u>proof-read for spelling and punctuation errors ● <u> </u>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. 	<p>G: Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Powerful verbs and effective adjectives to create atmosphere/action Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue Create tension by using dramatic openers, alliteration, similes, use of senses to describe, move the threat closer</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 5: Unit 1 - Writing to Entertain			Year 6: Unit 1 - Writing to entertain		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2 recommending books that they have read to their peers, giving reasons for their choices <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 predicting what might happen from details stated and implied 5 <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing. Use dictionaries to check the spelling and meaning of new words 	<p>G:</p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees</p> <p>P: using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> Direct speech Inverted commas 	<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2 recommending books that they have read to their peers, giving reasons for their choices <p>Understand what they read by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4 predicting what might happen from details stated and implied 5 <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using a thesaurus Ensuring the consistent and correct use of tense throughout writing 	<p>G: Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight</p> <p>Secure use of simple / embellished simple sentences</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>P: using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 5: Unit 2 - Writing to Entertain - Poetry			Year 6: Unit 2 - Writing to entertain - Poetry		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7 <p>Understand what they read by:</p> <ul style="list-style-type: none"> asking questions to improve their understanding identifying how language, structure and presentation contribute to meaning 7 <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G – metaphor P – hyphenated adjectives e.g. good-looking</p>	<p>WR –</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp –</p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7 <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>G – metaphor P – hyphenated adjectives e.g. good-looking</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Year 5: Unit 3 - Writing to Inform: Explanation Text			Year 6: Unit 3 - Writing to Inform: Explanation Text		
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation
<p>WR –</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp – Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> ● reading books that are structured in different ways and reading for a range of purposes 2 ● identifying and discussing themes and conventions in and across a wide range of writing 6 ● making comparisons within and across books 8 <p>Understand what they read by:</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 ● asking questions to improve their understanding ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 ● identifying how language, structure and presentation contribute to meaning 7 <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ● noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> ● 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] ● spell some words with ‘silent’ letters [for example, knight, psalm, solemn] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<p>G: recognising vocabulary and structures that are appropriate for formal speech and writing using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility</p> <p>P: using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>WR –</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet <p>Comp – Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● identifying and discussing themes and conventions in and across a wide range of writing 6 ● making comparisons within and across books 8 <p>Understand what they read by:</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1 ● asking questions to improve their understanding ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3 ● identifying how language, structure and presentation contribute to meaning 7 <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ● noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> ● 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] ● continue to distinguish between homophones and other words which are often confused <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<p>G: 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 expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility</p> <p>P: using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
Spelling & Handwriting		Technical vocabulary	Spelling & Handwriting		Technical vocabulary

Everyday Writing Toolkit

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Capital letters are used to begin a sentence.</p> <p>A full stop is used to end a sentence.</p> <p>Finger spaces are between words.</p> <p>Phonics is used to spell unknown words</p> <p>Letters are formed correctly.</p>	<p>Capital letters are used to begin a sentence and for a proper noun.</p> <p>A full stop is used to end a sentence.</p> <p>Linked sentences are coherent and cohesive.</p> <p>Phonics is used to spell unknown words</p> <p>Year 1 words are spelt mostly correctly.</p> <p>Cursive handwriting is being used.</p> <p>Finger spaces are in between words.</p> <p>Upper and lower- case letters are formed correctly.</p>	<p>Capital letters are used to begin a sentence and for a proper noun.</p> <p>Punctuation is used accurately: a full stop, question mark or exclamation mark is used to end a sentence.</p> <p>Consistent use of tense</p> <p>A variety of coordinating and subordinating conjunctions are used</p> <p>Work is edited to ensure it makes sense (back up & re-read)</p> <p>Year 1/ 2 words are spelt mostly correctly.</p> <p>Handwriting is neat and mostly joined with letters the same size.</p>	<p>Capital letters are used to begin a sentence and for a proper noun.</p> <p>Punctuation is accurate: inverted commas, full stops, exclamation marks, question marks, apostrophes in contracted words.</p> <p>Paragraphs are used for linked ideas.</p> <p>A variety of coordinating and subordinating conjunctions are used</p> <p>Consistent use of tense</p> <p>Work is edited to ensure it makes sense.</p> <p>Year 3 words are mostly spelt correctly.</p> <p>Handwriting is joined and legible consistently</p>	<p>Capital letters are used to begin a sentence and for a proper noun.</p> <p>Punctuation is accurate – inverted commas, full stops, exclamation marks, question marks, apostrophes for contractions and possession.</p> <p>Writing is organised into paragraphs in fiction and non-fiction.</p> <p>There are a variety of sentence types used, accurately punctuated.</p> <p>Consistent use of tense</p> <p>Work is edited to ensure it makes sense.</p> <p>Work is improved considering impact on the reader (word choice, sentence structure, punctuation...)</p> <p>Year 3/ 4 spellings are mostly correct.</p> <p>Handwriting is joined and legible consistently</p>	<p>Capital letters are used to begin a sentence and for a proper noun.</p> <p>Punctuation is accurate – inverted commas, full stops, exclamation marks, question marks, apostrophes for contractions and possession.</p> <p>Commas punctuate clauses.</p> <p>Writing is organised into paragraphs in fiction and non-fiction.</p> <p>There are a variety of sentence types used, accurately punctuated. (including simple, compound, complex sentences including relative clauses)</p> <p>Writing is cohesive within and between paragraphs considering tense, person and maintaining audience and purpose.</p> <p>Work is edited to ensure it makes sense.</p> <p>Work is improved considering impact on the reader (word choice, sentence structure, punctuation...)</p> <p>Previous year groups' spellings are mostly accurate.</p> <p>Handwriting is joined and legible consistently</p>