



## Arnold View Primary School



### English Writing Skills and Knowledge Progression Framework

#### Intent

At Arnold View Primary School it is our aim to develop the potential of all children in our care, raise standards of achievement and ensure that they are given access to the highest possible standards of teaching and learning within all areas of English including writing, reading, spelling and grammar and speaking and listening. We are committed to developing children's abilities to listen, speak, read and write for a wide range of purposes, through a carefully planned curriculum offering the children the opportunity to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations

Our intent is that pupils:

- Can speak clearly and audibly in ways which take account of the listeners;
- Develop a wide vocabulary, and an interest in understanding grammar and language for reading, writing and spoken language
- Listen with concentration, in order to be able to identify the main points of what they have heard;
- Adapt their speech to a wide range of circumstances and demands;
- Are confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- Develop a love of reading and a desire to read regularly for enjoyment;
- Read fluently, confidently and with good understanding.
- Are excited to engage with a number of different texts for a number of different purposes
- Enjoy writing and recognise its value;
- Write with accuracy and meaning, in narrative and non-fiction;
- Can use planning, drafting and editing to improve their work.
- Develop an interest of words and their meaning, developing their vocabulary and understanding of grammatical terminology.
- Use English across all areas of the curriculum confidently.

We believe in the importance of sequencing a curriculum which is progressive and designed effectively to reduce gaps in knowledge and to enable children to learn more and remember more. We also believe strongly in supporting cognitive load, enabling children to accumulate information in manageable chunks so that they understand one idea before moving onto the next

#### English and SEND

For pupils with SEND, adaptations may be made in English which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. Targeted teaching, however, can be effective in ensuring pupils achieve specific goals. We also ensure that SEND pupils are appropriately challenged in English by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.

- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.
- Teaching staff using repetition of fundamental phonics approaches to address gaps in phonic knowledge. We consider it important to ensure that pupils with SEND receive frequent repetition as they learn GPCs.

**Skills and Knowledge Progression Framework**

	EYFS	KS1		LKS2		UKS2		KS3
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several instructions.</li> <li>• Explain reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things happen, using recently introduced vocabulary from books and rhymes.</li> <li>• Try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Sing well-known nursery rhymes, poems and songs.</li> <li>• Perform songs, rhymes, poems and stories with others <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> </li> <li>• Make comments about what they have heard and ask questions to clarify meanings.</li> <li>• Hold conversation in back and forth exchanges with their teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand instructions with more than one point in many situations.</li> <li>• Begin to ask questions that are linked to the topic being discussed.</li> <li>• To answer questions on a wider range of topics (sometimes may only be one-word answers).</li> <li>• Speak clearly in a way that is easy to understand in front of larger audiences, e.g in a class assembly, during a show 'n' tell session.</li> <li>• Know when it is their turn to speak in a small group presentation or play performance.</li> <li>• Take part in a simple role play of a well-known story. <ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe their immediate world and feelings.</li> </ul> </li> <li>• Organise their thoughts into sentences before expressing them. <ul style="list-style-type: none"> <li>• Describe their immediate world and environment to retell simple stories and recounts aloud.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>• To attempt to follow instructions before seeking assistance.</li> <li>• Show that they are following a conversation by asking relevant and timely questions.</li> <li>• Answers questions using clear sentences. <ul style="list-style-type: none"> <li>• To begin to give reasoning behind their answers when prompted to do so.</li> <li>• Speak confidently within a group of peers so that their message is clear.</li> </ul> </li> <li>• Practise and rehearse reading sentences and stories aloud</li> <li>• Take on a different role in a drama or roleplay and discuss reasons why this might happen.</li> <li>• Use vocabulary that is appropriate to the topic and /or the audience.</li> <li>• Discuss topics that are unfamiliar to their own direct experience.</li> <li>• Talk about themselves clearly and confidently. <ul style="list-style-type: none"> <li>• Verbally recount experiences with some added interesting details.</li> </ul> </li> <li>• To offer ideas based on what has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions in a range of unfamiliar situations.</li> <li>• Ask questions that relate to what has been heard or what was presented to them.</li> <li>• Begin to offer support for their answers to questions with justifiable reasoning. <ul style="list-style-type: none"> <li>• Rehearse reading sentences and stories aloud taking note of feedback from teachers and peers.</li> </ul> </li> <li>• Speak regularly in front of large and small audiences.</li> <li>• Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> <li>• Know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• Organise what they want to say so that it has a clear purpose. <ul style="list-style-type: none"> <li>• To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follow complex directions/multi-step instructions without the need for repetition.</li> <li>• Generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>• Regularly offer answers that are supported justifiable reasoning.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>• Take on a specific role-play/drama activity and participate in focused discussion while remaining in character.</li> <li>• Discuss the language choices of other speakers and how this may vary in different situations.</li> <li>• Know and use language that is acceptable in formal and informal situations with increasing confidence. <ul style="list-style-type: none"> <li>• Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> </ul> </li> <li>• Debate issues and make their opinions on topics clear.</li> <li>• To adapt their ideas in response to new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow complex directions/multi-step instructions without the need for repetition.</li> <li>• Ask questions which deepen conversations and/or further their knowledge.</li> <li>• Understand how to answer questions that require more detailed answers and justifications.</li> <li>• Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>• Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> <li>• Know and use language that is acceptable in formal and informal situations with increasing confidence. <ul style="list-style-type: none"> <li>• Plan and present information clearly with ambitious added detail and description for the listener. <ul style="list-style-type: none"> <li>• Participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follow complex directions/multi-step instructions without need for repetition.</li> <li>• Regularly ask relevant questions to extend their understanding and knowledge.</li> <li>• Articulate and justify answers with confidence in a range of situations.</li> <li>• Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). <ul style="list-style-type: none"> <li>• Gain, maintain and monitor the interest of others (S). <ul style="list-style-type: none"> <li>• Select and use appropriate registers for effective communication.</li> </ul> </li> </ul> </li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Use adventurous and ambitious vocabulary in speech, appropriate to the topic, audience and purpose.</li> <li>• Speak audibly, fluently and with a full command of standard English.</li> <li>• Use broad, deep, rich vocabulary to discuss abstract concepts and a wide range of topics. <ul style="list-style-type: none"> <li>• Communicate confidently across a range of contexts to a range of audiences.</li> </ul> </li> <li>• Articulate and justify arguments and opinions with confidence.</li> <li>• Give well-structured descriptions, explanations, presentations and narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers.</li> <li>• To summarise the most important points or key ideas from a talk or discussion</li> <li>• To tailor the structure and vocabulary of talk to clarify ideas and use verbal and non verbal techniques to engage listeners.</li> <li>• To recognise different conventions in speech and use Standard English when appropriate. <ul style="list-style-type: none"> <li>• To make clear and relevant contributions to group discussions and acknowledge and respond to other appropriately. <ul style="list-style-type: none"> <li>• Contribute to discussions in various ways, such as opposing, exploring and questioning</li> </ul> </li> </ul> </li> <li>• To explore ideas, texts and issues through dramatic approaches.</li> <li>• To work independently and with others to develop dramatic processes, narratives and performances and comment on the effectiveness of other's performances.</li> </ul>
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<p><b>F1</b></p> <ul style="list-style-type: none"> <li>To identify sounds from my own name in other words</li> <li>To ascribe meaning to other marks, like on signage             <ul style="list-style-type: none"> <li>To start to write identifiable shapes and letters</li> </ul> </li> </ul> <p><b>F2</b> <b>Read, Write, Inc Phonics programme.</b></p> <ul style="list-style-type: none"> <li>Set 1 single letter speed sounds.</li> <li>Set 1 2 letter sounds - oral blending</li> <li>Blending cvc words.</li> <li>Segmenting words</li> <li>Reading sounds with 3, 4 and then 5 sounds.</li> <li>Read sounds ay, ee, igh, ow, oo and oo.</li> </ul>	<p><b>Read, Write, Inc Phonics programme.</b></p> <ul style="list-style-type: none"> <li>Read and write common exception words.</li> <li>Read, segment, blend and write the sounds ar, or, air, ir, ou and oy.</li> <li>Read, segment, blend and write the sounds a-e, ea, l-e, o-e, u-e, oi.</li> <li>Read passages including learnt sounds at 80-90 words per minute.</li> <li>Read and write multi syllabic words.</li> </ul>	<p>The or sound spelt a before l and ll Soft c</p> <p>Red words : where, could, there, want, was,would,what</p> <p>Adding the suffix-y (l) (to words ending in a short vowel and a consonant)</p> <p>Adding the suffix -y (2) (to words ending in e)</p> <p>Homophones: sea/see, sun/son, blew/blue, knight/night, saw/sore, quite/quiet</p> <p>Adding the suffix-ly (to words to make adverbs)</p> <p>The n sound spelt kn and gn</p> <p>Red words: money, people ,busy,half</p> <p>The igh sound spelt y</p> <p>Adding the suffix-ing (l) (to words ending in a short vowel and a consonant)</p> <p>Homophones: there/their, no/know, right/write, to/too, week/weak, see/sea</p> <p>Adding the suffix-ing (2) (to words ending in e or ie)</p> <p>The j sound</p> <p>Contractions and apostrophes: I'm, I'll, you're,he's, they're, she'll, we're</p> <p>The o sound spelt a after w and qu</p> <p>Adding the suffix-ed(l) (to words ending in two consonant letters and words ending in a short vowel and a consonant)</p> <p>The u sound spelt o and the or sound spelt ar after w: mother, brother, other,nothing, Monday, towards, swam, reward, warm</p> <p>Adding the suffix -ed (2) (swapping y for l )</p> <p>Adding the suffix-ed (3) (dropping e to add-ed and revision of doubling the final consonant and swapping y for l )</p> <p>Possessive apostrophes</p> <p>The r sound spelt wr</p>	<p>Contractions formed from have, has and had</p> <p>Words beginning with uh/spelled (a)</p> <p>Words with /gz/spelled (x)</p> <p>Words ending with (consonant +e)</p> <p>Words with /w/ spelled (wh)</p> <p>Words with (ough)</p> <p>Words with (aigh) and (eigh)</p> <p>Words with (augh)</p> <p>Words with /o/spelled(a) after /w/</p> <p>Words with (u) spelled (ou)</p> <p>Words with (ear)</p> <p>Words with /j/ spelled (g),(ge) and (dge)</p> <p>Words with /s/ spelled c</p> <p>Words ending with /s/ spelled (ce) and (se)</p> <p>Words ending with /z/ spelled (se) and (ze)</p> <p>Words ending with /m/ spelled(mb) and (mm)</p> <p>Words beginning with /n/ spelled (kn) and (gn)</p> <p>Words ending with/ul/ spelled (le)</p> <p>Words ending with (al),(el),(il) and (ol)</p> <p>Words ending with (our)</p> <p>Words ending with (et) in which /i/ is spelled (e)</p> <p>Words beginning with (un)</p> <p>Words beginning with (un)</p> <p>Words beginning with (re)</p> <p>Words beginning with (dis)</p> <p>Words beginning with (mis)</p> <p>Words ending with (ar), (er) and (or)</p> <p>Words with suffixes added to bases ending with consonant spellings</p> <p>Words with suffixes added to bases ending with (consonant + e)</p> <p>Words suffixes added to bases ending with (y)</p> <p>Words ending with (en)</p> <p>Words ending with (tion)</p> <p>Words ending with (tion)</p> <p>Words ending with (age)</p> <p>Words ending with (ist)</p> <p>Words ending with (ure)</p> <p>Words ending with (ment)</p> <p>Words ending with (ous)</p>	<p>Words with elision</p> <p>Words with /s/ spelled (sc)</p> <p>Words with /ch/spelled (t)</p> <p>Words with /k/ spelled (ch)</p> <p>Words with /sh/ spelled (ch)</p> <p>Words with /s/ spelled (st)</p> <p>Words with /f/ spelled (y)</p> <p>Words with /ar/or/and /a/ spelled (al)</p> <p>Words with /g/spelled (gh) and (gu)</p> <p>Words ending with (gue) and (que)</p> <p>Words ending with/ae/spelled (et)</p> <p>Words with (ain)</p> <p>Words beginning with (de)</p> <p>Words beginning with (pre)</p> <p>Words beginning with (pro)</p> <p>Words beginning with (il),(im),(in) and (ir)</p> <p>Words beginning with (inter)</p> <p>Words beginning with (over) and (super)</p> <p>Words beginning with (sub) and (under)</p> <p>Words beginning with (e) and (ex)</p> <p>Words beginning with (anti) and (auto)</p> <p>Multi – syllable words with doubled consonants</p> <p>Words ending (o) and (es)</p> <p>Words ending with (ic)</p> <p>Words ending with (ness)</p> <p>Words ending with (ship)</p> <p>Words ending with (ee) and (eer)</p> <p>Words ending with (ive)</p> <p>Words ending with (ian)</p> <p>Words ending with (ation)</p> <p>Words ending with (sion) in which/zh/is spelled (si)</p> <p>Words ending with (sion), (ssion) and (tion)</p> <p>Words meaning 'one'</p> <p>Words meaning 'two' and 'three'</p> <p>Words with (dec), (cent),(kilo) and (milli)</p> <p>Words with (circ) and (cycl)</p>	<p>Words with /oo/and/yoo/ spelled (eu)</p> <p>Words with/ee/ spelled (ie) and (el)</p> <p>Words with /w/spelled (u)</p> <p>Words with /r/spelled (rh) and (wr)</p> <p>Words with /k/+s/spelled (cc) and (xc)</p> <p>Words ending with (gn)</p> <p>Words ending with (re)</p> <p>Words ending with (the)</p> <p>Words ending with(I+consonant+e) in which /i/ is spelled (l)</p> <p>Words ending with (ine) in which/ee/is spelled ( l)</p> <p>Words beginning with (fore)</p> <p>Words beginning with (ab)</p> <p>Words beginning with (com) and (con)</p> <p>Multi-syllable words ending with (L)</p> <p>Words ending with (ice) and (ise) in which /ie/ is spelled /i/</p> <p>Words ending with (ette)</p> <p>Words ending with (ty)</p> <p>Adjectives ending with (ant) and (ent)</p> <p>Nouns ending with (ant) and (ent)</p> <p>Words ending with (ically)</p> <p>Words ending with (ual)</p> <p>Words ending with (ually)</p> <p>Words ending with (able) and (ible)</p> <p>Words ending with (ary), (ery) and (ory)</p> <p>Words ending with (eous) and (ious)</p> <p>Words with (meter) and (metr)</p> <p>Words with (mal)</p> <p>Words with (ject)</p> <p>Words with (man)</p> <p>Words with (fin)</p> <p>Words with (trans)</p> <p>Words with (form)</p> <p>Words with (graph)</p> <p>Words with (port)</p> <p>Words with (scrib) and (scrip)</p> <p>Words with (vis)</p>	<p>Words with elision</p> <p>Words ending with /um/spelled (m)</p> <p>Words ending with /ee/spelled (e)</p> <p>Words beginning with (se)</p> <p>Words beginning with variations of (ad)</p> <p>Words beginning with variations of (sub)</p> <p>Words ending with (ate)</p> <p>Heteronyms ending with (ate)</p> <p>Words ending with (ism)</p> <p>Words ending with (ably) and (ibly)</p> <p>Words ending with (ise)</p> <p>Words ending with (cious) and (tious)</p> <p>Words ending with (cial) and (tial)</p> <p>Words ending with (ance) and (ence)</p> <p>Words ending with (ary)</p> <p>Words with (sym)and (syn)</p> <p>Words with (vers) and (vert)</p> <p>Words with (gen)</p> <p>Words with (dic) and (dict)</p> <p>Words with (voc) and (voke)</p> <p>Words with (duc) and (duct)</p> <p>Words with (spec), (spect) and (spic)</p> <p>Words with (tain),(ten) and (tin)</p> <p>Words with (spir)</p> <p>Words with (pend) and (pens)</p> <p>Words with (sens) and (sent)</p> <p>Words with (fy)</p> <p>Words with (fac),(fec) and (fic)</p> <p>Words with (clos),(clud) and (clud)</p> <p>Words with (lects),(leg) and (lig)</p> <p>Words with (cap),(ceit), (ceive), (cept) and (cip)</p> <p>Words with (mise), (miss) and (mit)</p> <p>Words with (cede),(ceed)and (cess)</p> <p>Words with (pon), (pos) and (posit)</p> <p>Words with (phobia)</p>	<p>Spell common words correctly</p> <p>Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns</p>
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Adding the suffixes –er or –est (1) (words where no change is needed; words ending in e)  
 Red words : many, some, should, come, any, would  
 Adding the suffixes –er or –est (2) (swapping y for i )  
 Adding the suffixes –er or –est (3) (doubling consonant, where the root word ends in short vowel plus consonant)  
 The r sound spelt wr  
 Adding the suffixes –er or –est (1) (words where no change is needed: words ending in e)  
 Red words: many, some, should, come, any, would  
 Adding the suffixes –er or –est (2) (swapping y for i )  
 Adding the suffixes –er or –est (3) (doubling consonant, where the root word ends in short vowel plus consonant)  
 Homophones: sea/see, there/their, too/two, for/four, nose/knows, ate/eight  
 The ee sound spelt ey  
 Adding the suffix-ness (adding to a root word where no change is needed to the root word)  
 Words ending in –il and words where s makes the zh sound: pupil, pencil, fossil, nostril, evil, stencil, council, peril, treasure, usual, television, revision, measure  
 Adding the suffix-ness (2) (swapping y for i )  
 Words ending in –ie  
 Homophones seen/scene, wait/weight, hole/whole, sighed/side, new/knew  
 Words ending in –el  
 Words ending in al  
 The ir sound spelt or after w: worm, world, work, worth, worst, password, workshop, workers  
 Adding the suffix-ful  
 Adding the suffix –less  
 Contractions and apostrophes: I've, we'd,

			<p>they've, you've, you'd, they'd</p> <p>Adding the suffix -ment</p> <p>Words ending in -tion</p> <p>Adding the suffix -es</p> <p>Possessive apostrophes</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transcription-Letter Formation / Handwriting</p>	<p><b>F1</b></p> <ul style="list-style-type: none"> <li>To draw lines and circles in the air, on the floor or on large sheets of paper, balancing well whilst using the whole body</li> <li>To use tools for mark making with control</li> <li>To grip using five fingers or two fingers and thumb for control</li> <li>To use pincers, tweezers and threading equipment with increasing control and confidence</li> <li>To copy shapes, letter and pictures</li> </ul> <p><b>F2</b></p> <ul style="list-style-type: none"> <li>To sit on a chair with a straight back and feet on the floor</li> <li>To control finer tools when playing with dough</li> <li>To form recognisable letters, some of them correctly</li> <li>To use a tripod grasp</li> <li>To form lower-case and capital letters correctly non cursive.</li> </ul>	<p><b>Based on Read Write Inc Grouping</b></p> <p><b>Red, Green, Purple, Pink Orange Groupings</b></p> <ul style="list-style-type: none"> <li>Children will perfect their letter formations of individual non cursive letters, both lower and upper case.</li> <li>After this time children then practice building words using consistent letter sizes and spacing between letters in words. <ul style="list-style-type: none"> <li>-When moving onto sentences children use finger spaces to separate words in their writing to ensure there is a consistent spacing between words.</li> </ul> </li> </ul> <p><b>Yellow, Blue and Grey</b></p> <ul style="list-style-type: none"> <li>Now that children have perfected letter formation and letter and word spacing, they move on to developing their cursive joining of letters, looking first at basic joins and then moving on to beginning to look at diagonal and horizontal strokes.</li> </ul>	<p><b>Based on Read Write Inc Grouping</b></p> <p><b>Red, Green, Purple, Pink Orange Groupings</b></p> <ul style="list-style-type: none"> <li>Children will perfect their letter formations of individual non cursive letters, both lower and upper case. <ul style="list-style-type: none"> <li>After this time children then practice building words using consistent letter sizes and spacing between letters in words.</li> </ul> </li> <li>When moving onto sentences children use finger spaces to separate words in their writing to ensure there is a consistent spacing between words.</li> </ul> <p><b>Yellow, Blue and Grey</b></p> <ul style="list-style-type: none"> <li>Now that children have perfected letter formation and letter and word spacing, they move on to developing their cursive joining of letters, looking first at basic joins and then moving on to beginning to look at diagonal and horizontal strokes.</li> </ul>	<ul style="list-style-type: none"> <li>Children will refine their handwriting and make sure that the size and proportions of all letters and words are consistent.</li> <li>New joins introduced are: Joins from 'p' and 'b' to a short letter, an ascender and anti- clockwise letter.</li> </ul>	<ul style="list-style-type: none"> <li>Children will begin to slope their handwriting and will keep ascenders and descenders parallel.</li> <li>Children will begin to practise writing at increase speed and will be introduced to the print alphabet for captions, headings, labels and posters.</li> </ul>	<ul style="list-style-type: none"> <li>Children should be secure at joining and able to use joined up writing for most of their work. <ul style="list-style-type: none"> <li>Children will be experimenting with slopes and will have a more mature and comfortable style.</li> </ul> </li> <li>Children will begin to choose a particular type of handwriting when given a choice ( e.g. italics, underlining of words ect)</li> </ul>	<ul style="list-style-type: none"> <li>Children should be consistently joining handwriting with correct ascenders and descenders; they will have developed their own personal style and should produce work which is a consistent size.</li> </ul>	

**F1**

- To tell an adult what I have drawn or painted

**F2**

- To tell an adult what I have drawn or painted
- To give meaning to my marks as I write
  - To create representations of people, events and objects
- To use some identifiable letters to communicate meaning and uses them to write captions and labels
- To read back my writing
  - To begin to rehearse what I write orally before writing
- To write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- To re-read what they have written to check that it makes sense

- Combining words to make sentences.
  - Ordering sentences.
- Using nouns and verbs to make sentences.

- To form sentences using nouns, verbs and conjunctions.
- To form sentences using adjectives for expanded noun phrases.
- Forming sentences using 'because' 'when and 'if'
- To form sentences with question marks.
- To mark possession and contractions with apostrophes in writing.
- To form compound nouns in their writing.
- To form sentences using capital letters, full stops and exclamation marks.

- To form sentences using a range of co-ordinating conjunctions and some subordinating conjunctions.
- To use apostrophes for possession and contraction.
- To use exclamation marks, full stops and question marks and capital letters to demark sentences.
- To use adjectives for expanded noun phrases.
- To use the correct 'a' or 'an' for nouns.
  - To use the correct determiners for nouns in writing.
- To form sentences using prepositional phrases.
  - To form sentences involving direct speech.
  - To use paragraphs in narratives and non-fiction texts to show changes in events or topics.

- To use the correct determiner and noun combinations in writing.
- To extend sentences with a range of subordinating and co-ordinating conjunctions.
  - To use adverbials in writing to describe time, place, manner or for description and using the correct punctuation.
- To choose the best part of a sentence to include an adverbial depending on the sentence or writing purpose.
- To correctly punctuate plural possession with apostrophes.
- To use direct speech in sentences which is correctly punctuated with inverted commas and other punctuation e.g., commas, question marks.
  - To use adjectives, determiners and prepositions to create expanded noun phrases in writing.
  - To use the correct suffixes relating to the adjective or verb in writing.
  - To use personal and possessive pronouns correctly in writing.
  - To select the correct subjects and verbs when writing in standard written English (were or was, did or done, I or me, have not of, these/those not them).
    - To use fronted adverbials, conjunctions and speech to link paragraphs together.

- To use relative clauses in writing, with correct relative pronouns.
- To use modal verbs in writing to show likelihood or importance.
  - To use adverbs to indicate degrees of possibility.
- To use parenthesis in writing for clarity and additional information for reader understanding- using commas, dashes or brackets to correctly punctuate.
- To create concise noun phrases which use selective and appropriate adjectives to convey complicated and detailed information.
  - To use commas in writing, for both lists and separating clauses.
  - To use pronouns in writing to avoid repetition.
- To use adverbial clauses to link sentences together to aid cohesion.

- To use thesauruses to uplevel adjectives and verbs in writing.
- To appropriately and consistently use a range of nouns, verbs, adjectives, adverbs, determiners, conjunctions and prepositions in writing.
- To use the correct subject and verb agreement- e.g. I was, they were.
- To use bullet points for lists in writing.
- To use commas and semi-colons for lists.
- To use semi-colons, dashes and colons to separate clauses in sentences.
- To use passive verb sentences to affect the presentation on information in a sentence.
- To use sub-headings for cohesion within non-fiction texts.
- To edit and redraft texts in order to improve.

- Develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats
  - To draw on the conventions of written forms to plan writing and develop ideas to fit a specific task
- To develop character and voice in their own writing through understanding of narrative voice in fiction
- To develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts.
  - To use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading.
- To develop in their own writing key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader
  - To make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases
  - To shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- To make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions

Grammar and Punctuation Tense	<p><b>F1</b> To recognise a capital letter at the start of my name</p> <p><b>F2</b> To begin using capital letters and full stops to demark short sentences.</p>	<ul style="list-style-type: none"> <li>Using and recognising capital letters and full stops to demark sentences.</li> <li>Capital letters for people, places, days and months of the week and personal pronoun 'I'.</li> <li>Recognise in sentences and use common nouns.</li> <li>Understand that verbs are actions.</li> <li>Identify verbs based on whether they are actions or not.</li> <li>Use verbs in sentences.</li> <li>To understand the use of exclamation marks.</li> <li>To identify sentences which need exclamation marks and use them for commands.</li> <li>Identifying plural nouns and making nouns plural by adding 's' or 'es'.</li> <li>To use 'and', 'but' and 'so' (co ordinating conjunctions) to join simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use commas for lists.</li> <li>Recognising and using adjectives in sentences.</li> <li>Recognise expanded noun phrases.</li> <li>To begin recognising and using the subordinate conjunctions 'because' and 'if'.</li> <li>Recognising using exclamation marks and question marks.</li> <li>To identify and use apostrophes for possession and contraction.</li> <li>Recognising and using simple past and present tense.</li> <li>To recognise and use the present and past progressive.</li> <li>To identify compound nouns.</li> </ul>	<ul style="list-style-type: none"> <li>To identify which letters are vowels and consonants.</li> <li>To use the corresponding determiner for the letter type.</li> <li>To recognise and identify determiners.</li> <li>To identify clauses in sentence.</li> <li>To recognise and use conjunctions for time, place and cause.</li> <li>To identify adverbs and know that they describe verbs.</li> <li>To recognise and use adverbs of time, place and cause.</li> <li>To identify and use prepositions for time place and cause.</li> <li>To recognise direct speech.</li> <li>To use inverted commas to punctuate direct speech.</li> <li>To identify and use present perfect form in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the correct determiner when given a choice.</li> <li>To recognise pronouns in sentences and identify the noun which they relate to.</li> <li>To identify personal and possessive pronouns.</li> <li>To recognise fronted adverbials and identify the purpose of them in sentences and whether they relate to time, place, manner or description.</li> <li>To know that adverbial phrases can move locations in sentences.</li> <li>To identify apostrophes and describe their purpose (possession or omission).</li> <li>To identify and use apostrophes for plural possession.</li> <li>To tell the difference between direct and indirect speech.</li> <li>To convert indirect speech into direct speech with inverted commas and other punctuation.</li> <li>To recognise modified adjectives and nouns.</li> <li>To understand what standard written English is.</li> <li>To recognise non-standard written English and correct with the correct subject or verb.</li> <li>To separate information into paragraphs and sequence given paragraphs in a logical order.</li> </ul>	<ul style="list-style-type: none"> <li>To identify relative pronouns and describe the noun or pronoun they relate to.</li> <li>To identify relative clauses in sentences.</li> <li>To recognise modal verbs in sentences and describe the way modal verbs change the meaning of sentences.</li> <li>To identify how likely an event is to happen based on the selected modal verb.</li> <li>To recognise adverbs which indicate degrees of possibility and how they alter the meaning of sentences when included.</li> <li>To recognise parenthesis and describe the purpose of parenthesis in sentences.</li> <li>To use brackets, commas and dashes to indicate parenthesis.</li> <li>To recognise and the present, past and future perfect form in sentences.</li> <li>To create sentences using a specific perfect tense form.</li> <li>To identify commas in sentences and their purpose (for a list or clause.)</li> <li>To recognise commas used for ambiguity, and the way the place of commas changes the meaning of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>To identify synonyms and antonyms and explain their use.</li> <li>To identify concrete and abstract nouns in sentences.</li> <li>To identify nouns, adjectives, adverbs, verbs, determiners, conjunctions and prepositions in sentences and understand how changing them alters the meaning of a sentence.</li> <li>To recognise the subjunctive form and edit sentences to use the subjunctive form.</li> <li>To identify the correct place for commas and semi colons in a list.</li> <li>To recognise when a semi-colon, colon or dash has been used to separate clauses and identify when one could be used.</li> <li>To identify different verb forms (linking and action verbs, past, future and present perfect and progressive).</li> <li>To recognise passive verb sentences and know how to make active sentences passive.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and use appropriately in their own writing the conventions of sentence grammar.</li> <li>To understand the conventions of standard English and how to use them consistently in their writing</li> <li>To understand and use degrees of formality in a range of texts according to context, purpose and audience</li> </ul>
	Key Vocabulary	<ul style="list-style-type: none"> <li>-Blending</li> <li>-Segmenting</li> </ul>	<ul style="list-style-type: none"> <li>-Noun</li> <li>-Verb</li> <li>-Capital letter</li> <li>-Full stop</li> <li>-Finger space.</li> </ul>	<ul style="list-style-type: none"> <li>-Adjective</li> <li>-Conjunction</li> <li>-Apostrophe</li> <li>-Compound noun.</li> <li>-Exclamation mark.</li> <li>-Question mark.</li> </ul>	<ul style="list-style-type: none"> <li>-Co-ordinating conjunction.</li> <li>-Subordinating conjunction.</li> <li>-Possession and contraction.</li> <li>-Expanded noun phrase.</li> <li>-Determiner.</li> <li>-Preposition.</li> <li>-Speech</li> <li>-Adverbs</li> <li>-Commas</li> <li>-Tenses</li> </ul>	<ul style="list-style-type: none"> <li>-Clauses</li> <li>-Adverbs of possibility.</li> <li>-fronted adverbial phrases.</li> <li>-Plural possession.</li> <li>-Inverted commas.</li> <li>-Pronouns.</li> <li>-Commas for lists.</li> </ul>	<ul style="list-style-type: none"> <li>-Relative pronouns and clauses.</li> <li>-Modal Verbs.</li> <li>-Parenthesis.</li> <li>-Brackets</li> <li>-Dashes</li> <li>-Present, past and future perfect tenses.</li> <li>-Commas for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>-Synonyms</li> <li>-Antonym</li> <li>-Abstract nouns.</li> <li>-Subjunctive form.</li> <li>-Semi-colons</li> <li>-Passive and active verbs.</li> <li>-Formality</li> <li>-Cohesion.</li> </ul>