A logo with text and a link

Description automatically generated with medium confidence **Writing Curriculum Progression Plan**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in Harbertonford Primary school will:

* Become motivated, resilient, and resourceful writers.
* Develop a strong thread of individual creativity in their writing.
* Understand writing for a purpose and audience.
* Have a secure skill set in spelling, punctuation, and grammar.
* Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
* Have opportunities to explore and use a rich and varied bank of vocabulary.
* Use a cursive script designed to promote fluent and neat writing.

**Vocabulary**

Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

**Suggested Texts**

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils - links to topic may then be made if the text does so. Selected texts should ‘hook’ pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, including to ensure that content is taught in a timely manner

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| **Writing Progression Curriculum Plan** | | | | | | | | | | | | | | | | |
|  | Throughout the year, the children follow the communication and language, physical development and literacy strands of Development Matters building to being able to write short, correctly punctuated sentences that can be read by others. In addition to this, they will be mostly forming their letters (lower case and upper case) accurately and making phonetically plausible, independent attempts to spell words they want to use. | | | | | | | | | | | | | | | |
| **Year R (A)** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | | | |
| **Progression of Core Texts** | The Lighthouse Keepers Lunch (F) | Look Inside your Body | Owl Babies | Could an Octopus Climb a Skyscraper? | | What the Ladybird heard. | Firefighters. | Traditional Fairy Tales | Amazing Life of Plants | Whatever Next | Everyday Materials | | Paddington – London.  My First World Book - Spain | Handa’s Surprise  My First World Book Iceland | |
|  | **Rhymes / poems –** **linked to** Head, shoulders, knees and toes.  I am special. | | **Rhymes / poems –** **linked to** - The animals went in two by two.  Five little Speckled Frogs | | **Rhymes / poems – linked to** - Going on a Bear Hunt.  Old McDonald had a farm. | | | **Rhymes / Poems- linked to**  Mary, Mary quite contrary.  Lavender’s Blue | | **Rhymes / poems –** **linked to** Hey Diddle Diddle.  There’s a hole in my bucket. | | | **Rhymes / poems –** **linked to** Wheels on the Bus.  Row, Row, Row your boat. | | | |
| **Text Genre** | Fiction | Non-Fiction | Fiction | Non-Fiction | | Fiction | Non-fiction | Fiction | Non-Fiction | Fiction | | Non-Fiction | Fiction/ | | Non-fiction | |
| **Vocabulary** | Letter, sound, phoneme, pencil,  letter formation. | Letter, sound, sound out, blend, phoneme, pencil, word,  letter formation, grapheme chart. | | Letter, words, digraphs, sound out, blend, letter formation, capital letter, grapheme chart. | | | Letter, words, digraphs, trigraphs, sound out, blend, finger space, capital letter, full stop, grapheme chart. | | Letter, word, capital letter, finger space, full stop, sentence, exclamation mark, question mark, letter formation, grapheme chart. | | | Letter, word, capital letter, finger space, full stop, sentence, exclamation mark, question mark. letter formation, grapheme chart. | | | | |

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| **Y1/2 Year A** | | | | | | | | | | | | |
| **Year 1/2 (A)** | **Autumn** | | | | **Spring** | | | | **Summer** | | | |
| **Progression of Core Texts** | Oi Frog! | How to Wash a Woolly Mammoth | Zim Zam Zoom |  | Stuck | Chinese New Year | I Love Bugs! |  | Shaun the Sheep | Penguins | Tell me a dragon |  |
| **Text Genre** | Fiction | Non-Fiction | Poetry | Free Write | Fiction | Non-Fiction | Poetry | Free Write | Fiction | Non-Fiction | Poetry | Free Write |
| **Key Outcome:**  **Independent Purposeful Writing intentions** | Silly rhyming sentences | Write a set of instructions | Performance poem/ kenning |  | Write cumulative story | Write about another known festival | Write a descriptive poem |  | Y1: write the story of the film  Y2: create new story | Write a non-chronological report | Write a ‘tell me a dragon’ book/ poem |  |
| **Grammar and Punctuation** | Sentence construction  Punctuating sentences | Sentence types  Punctuating sentences  Verbs | Performance poetry  Sentences  Noun Phrases |  | Punctuating sentences  Past simple tense  Subordination/ coordination  Apostrophes for possession (singular) | Punctuating sentences  Capitalisation for proper nouns  Coordination/ subordination  Commas in lists  Expanded noun phrases | Using ‘and’  Expanded noun phrases |  | Adverbs for linking sentences  Subordination/ coordination  Sentence types  Punctuating sentences | Coordination/ subordination  Punctuating sentences  Commas in lists  Expanded noun phrases  Present simple, present progressive tense | Expanded noun phrases |  |

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| **Y1/2 Year B** | | | | | | | | | | | | |
| **Year 1/2 (B)** | **Autumn 1** | | | | **Spring** | | | | **Summer** | | | |
| **Progression of Core Texts** | Knock Knock | My Day at the Zoo | ‘Cold’ from Snow in Winter |  | Mrs Armitage and the Big Wave | Stella and the Seagull | Ellsworth’s Extraordinary Electric Cars |  | Orion and the Dark | Amelia Earhart | A First Book of the Sea |  |
| **Text Genre** | Fiction | Non-Fiction | Poetry | Free Write | Fiction | Non-Fiction | Poetry | Free Write | Fiction | Non-Fiction | Poetry | Free Write |
| **Key Outcome:**  **Independent Purposeful Writing intentions** | Write a new ‘knock knock’ book | Write a recount | Write a poem about another season |  | Write a cumulative story | Write a letter | Y1: Write alternative sentences  Y2: Write own alphabet book |  | Write a 1st person story about overcoming a fear | Write a biography | Write poems about sea creatures or the sea |  |
| **Grammar and Punctuation** | Punctuating sentences  Using ‘and’ | Single clauses  Using ‘and’  Punctuating sentences  Past simple tense  Past progressive  Adverbs for linking | Rhyme  Sequencing  Noun phrases |  | Expanded noun phrases (humour)  Subordination/ coordination  Past progressive verb form | Cohesion  Capitalisation for proper nouns and ‘I’  Using ‘and’  Exclamatory sentences | Expanded noun phrases (adverbs)  Possessive apostrophe  Punctuating sentences  Capitals letters for proper nouns |  | Capitalisation for proper nouns and ‘I’  Expanded Noun Phrases  Commas in lists  Past and Present Tense | Subordination (when, as)  Past and present tense | Expanded noun phrases  Exclamation marks  Alliteration  Rhyme  Repeating patterns  Similes |  |

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| **Writing Progression Curriculum Plan** | | | | | | | | | | | | |
| **Year 3/4 (A)** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts** | Meerkat Mail by Emily Gravett | Outdoor Wonderland by Josie Jeffery and Alice Lickens. | A River by Marc Martin |  | Illustrated Grimm’s fairy Tales by Ruth Brocklehurst and Gillian Doherty | Rocks by Georgia Amson-Bradshaw | Beachcomber by George Mackay  Brown |  | Mimi and the Mountain Dragon by Michael Morpurgo | Fantastically Great Women Who Changed The World by Kate Pankhurst. | The Works Key Stage 2 chosen by Pie  Corbett (Macmillan) |  |
| **Text Genre** | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write |
| **Grammar and Punctuation** | Possessive Apostrophe  Sentence punctuation (CL, FS, EM).  Using commas in a list  Past and Present tense. | Commands  Imperative verbs  Subordination  Adverbials  Layout  Organisation | Adverbials (prepositional phrases) Multi clause sentences with subordinating conjunctions |  | Prepositional Phrases (Setting)  Using and punctuating direst speech  Apostrophes (contraction and singular possession) | Nouns and expanded noun phrases.  Clarity and cohesion  Adverbials  Prepositional phrases  Paragraphs around a theme. | Expanded noun phrases  (including prepositional  phrases)  Commas in lists (revision from  Y2)  Poetic devices: listing,  sibilance and alliteration |  | Paragraphs.  Direct speech  Prepositions and propositional phrases  Multi-Clause sentences | Expanded noun phrase    Adverbials  Prepositional Phrases  Paragraphs around a theme. | No Focused Grammar |  |
| **Curriculum Links:**  **Independent Purposeful Writing intentions** |  | Rocks (Science) |  |  |  | Volcanoes (Topic) |  |  |  |  |  |  |

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| **Writing Progression Curriculum Plan** | | | | | | | | | | | | |
| **Year 3/4 (B)** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression of Core Texts** | The Disgusting Sandwich by Gareth Edwards | A question of history Series by Tim Cooke (Did Romans really eat flamingos?) | Carry Me Away – Poems by Matt  Goodfellow (Matador) |  | Escape From Pompeii by Christina Balit | Ask Dr Fisher about animals – Claire Llewelyn | Poetry Pie by Roger McGough (Puffin) |  | Arthur and the Golden Rope by Joe Todd-Stanton | Until I Met Dudley by Roger McGough | A First Book of Poetry collated by Pie Corbett and Gaby Morgan |  |
| **Text Genre** | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write |
| **Grammar and Punctuation** | Expanded noun phrases.  Punctuating Direct Speech. | Organisational devices  Presenting information in different ways  Headings and subheadings  Multiple sentences  Fronted Adverbials  Nouns and pronouns for clarity. | Expanded noun phrases  (including prepositional  phrases)  Vocabulary  Words and phrases for  conveying precise imagery  including metaphor, rhyme and  alliteration  Words and phrases for  information linked to non-fiction |  | Adverbials and fronted Adverbials  Commas after fronted adverbials  Verb choice  Possessive apostrophe  Create Character | Multi-clause sentences  Subordinating conjunctions  Formal and informal language.  Word play for humour | No Focused Grammar |  | Present perfect verbs.  Punctuating speech  Adverbials  Possessive apostrophes multi-clause sentences  Layout for presentation. | Multiclause sentences.  Subordinating conjunctions.  Adverbials.  Commas after fronted adverbials.  Different ways of presenting information.  Cohesion. | No Focused Grammar |  |
| **Curriculum Links:** |  | Romans (Topic) |  |  |  | Animals (Science) |  |  |  |  |  |  |

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| **Writing Progression Curriculum Plan** | | | | | | | | | | | | | | |
| **Year 5/6 (A)** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | |
| **Progression of Core Texts** | Black and White | A drove of Bullocks | I Am Cat |  | The Shadow Cage | Animalium | Cloud Busting |  | A thief in the Village – The Mouth Organ Boys. | Are Humans Damaging the Atmosphere? | The Sea by James Reeves |  | The Ice Bear | Everest by Alexandra Stewart |
| **Text Genre** | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction |
| **Grammar and Punctuation** | Adverbial phrases, fronted adverbials, expanded noun phrases. Relative clauses. | Cohesion within paragraphs, passive voice, multi-clause sentences. Subjunctive form. Bullet points. | Power of 3, complex sentences and clauses.  Apostrophes for contraction. Active & Passive. | . | Link ideas across paragraphs, ellipsis, commas to clarify meaning or avoid ambiguity, semi-colons, colons or dashes to mark boundaries between independent clauses. Dialogue. | Expanded noun phrases, relative clauses, dashes, complex sentences, passive voice. Modal verbs. | Poetic form, punctuation, speech, noun phrases |  | Speech, linking ideas with adverbials, sentence patterns, dialogue, informal speech. Apostrophes for contraction. | Passive voice, cohesion, expanded noun phrases, formal, impersonal. Modal verbs. Colons, dashes, hyphens. | Punctuation to aid the reader and avoid ambiguity, poetic device, precise vocab. Subjunctive form. |  | Paragraphing, expanded noun phrases. semi-colons, colons and dashes. Active & Passive. complex sentences,. | Cohesion, particularly, verb forms: perfect, passive & modal, expanded nouns. Relative clauses. Bullet points. |

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| **Writing Progression Curriculum Plan** | | | | | | | | | | | | | | | |
| **Year 5/6 (B)** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | | |
| **Progression of Core Texts** | Beowolf | Wallace and Gromit’s Contraptions | Earth Verse – Haiku |  | Tuesday | The Everyday Journey of Ordinary Things | The Call by Charlotte Mew |  | Why the Whales Came | 101 Things to do to be a Superhero | The Lost Words |  | Flood by Alvaro F. Villa | Extreme Animals | Is this a poem? |
| **Text Genre** | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry | Free Write | Fiction | Non-fiction | Poetry |
| **Grammar and Punctuation** | Sentence construction, pattern of 3, semi-colons, expanded noun phrases, cohesion between paragraphs. Brackets, dashes, colon, hyphen. | Passive and active, noun phrases, multi-clause sentences. Subjunctive form. Bullet points. | Noun phrases, verb choices, noun phrases, cohesion within paragraphs |  | Relative clauses, modal verbs, (Dialogue).  Fronted adverbials. | Noun phrases, relative clauses, linking ideas, parenthesis, passive voice. | Noun phrases, verb choices, commas for clarity |  | Adverbials, subordination. Dashes, hyphens, brackets, colon. Fronted adverbials. Dialogue. | Multi-clause sentences, formality, modal verbs, layout & organisation. Active & passive. | Expanded noun phrases, hyphens, punctuation to avoid ambiguity, poetic devices: onomatopoeia, alliteration, sibilance, assonance. |  | Sentence construction, multi-clause sentences, passive voice, dialogue for characterisation. Relative clauses. | Cohesion between paragraphs, noun phrases, relative clauses, parenthesis, colons, multi-clause sentences, modal verbs. Bullet points. | Syllables, metaphor, simile, commas, layout and form. |

**Writing – Ready to Progress**

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|  | Sentence Construction | Handwriting | Phonics and Spelling | Length |
| **Nursery/Pre-School**  (Communication & Language; physical development; Literacy) | -Enjoy listening to longer stories and can remember much of what happens.  - Pay attention to more than one thing at a time, which can be difficult.  -Use a wider range of vocabulary.  - Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  -Use longer sentences of four to six words  -Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing  -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | -Use one-handed tools and equipment, for example, making snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencils.  -Show a preference for a dominant hand.  - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  - Write some or all of their name.  -Write some letters accurately | -Speak in present and past, although may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  -Use correct pronunciation of sounds (but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’)  -Ue their phonological awareness to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  -Engage in extended conversations about stories, learning new vocabulary  -Complete Bug Club phase 1 phonics | -Sing a large repertoire of songs.  -Know many rhymes, be able to talk about familiar books, and be able to tell a long story |

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|  | Sentence Construction & Punctuation | Handwriting | Phonics and Spelling | Length |
| **Reception**  (Communication & Language; physical development; Literacy) | -Learn new and use vocabulary throughout the day and in different contexts.  -Articulate their ideas and thoughts in well-formed sentences.  -Connect one idea or action to another using a range of connectives.  -Describe events in some detail.  -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  -Listen carefully to rhymes and songs, paying attention to how they sound.  -Listen to and talk about stories to build familiarity and understanding.  -Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  -Re-read what they have written to check that it makes sense | -Employ their small motor skills to they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor  -Form lower-case and capital letters correctly.  - Teach and model correct letter formation | -Read individual letters by saying the sounds for them.  -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  -Read some letter groups that each represent one sound and say sounds for them  -Read a few common exception words matched to the school’s phonic programme.  -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  -Spell words by identifying the sounds and then writing the sound with letter/s  - Complete Bug Club phases 2 to 4. | -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  -Describe events in some detail. |

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|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 1** | Write simple sentences independently.  Write questions, statements and captions.  Use simple connectives ‘and’ ‘but’ and ‘because’ to joinsentences.  Open sentences in a variety of ways eg.  ‘The’ ‘My’ and ‘I’.  Write my first and last name.  Recognise and use suffixes and prefixes: un ed ing er est ly y | Use a capital letter and full stop when writing a single simple sentence.  Begin to use question marks.  Begin to use exclamation marks.  Use the ‘I’ pronoun.  Use finger spaces. | Sit correctly at a table, holding a pencil comfortably and correctly.  Form lower-case letters in the correct direction, starting and finishing in the right place.  Form capital letters and digits 0-9.  Understand which letters belong to which handwriting ‘families’ and to practise these.  Leave spaces between words | Complete Bug Club phase 5 & 6.  Attempt to spell unfamiliar/ familiar words.  Spell regular polysyllabic words eg. bin/man, snow/ball, sun/hat.  Identify 40 + phonemes.  Spell the days of week and months of the year.  Use letter names to distinguish between alternative spellings of the same phoneme | Write at least five good quality sentences with evidence of the other four areas. |

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|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 2** | Write sentences using some adjectives to create a noun phrase to add specific detail.  Use coordinating conjunctions, ‘or’ ‘and’ ‘but’.  Use subordinating  conjunctions ‘also’ ‘then’ ‘that’ ‘next’ ‘when’ ‘so’ ‘because’ ‘if’ to write compound sentences.  Open sentences with a range of words including: One day, Once upon a time, Suddenly, First, Then, Next, Last. | Punctuate sentences in the course of writing, using capital letters, full stops and question marks independently.  Use exclamation marks and question marks correctly.  Write questions, comments, exclamations and statements.  Use commas to separate items in lists.  Use apostrophes in contracted work, e.g:  couldn’t or could’ve and for singular possession. | Form lower-case letters of the correct size relative to one another. (…in some of their writing. End of KS1 WTS)  Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (End of KS1 GDS)  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (End of KS1 EXS)  Use spacing between words that reflects the size of the letters. (End of KS1 EXS) | **Supported though Year 2 Ninja Spelling Scheme**  Homophones and near homophones  Common exception words  Apostrophes for contraction  Suffixes inf, ed, er, est to words ending in e and words ending in y  Suffixes ful, less, ly, ment and ness  **Phonics:**  The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.  • The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’  • The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words  The /aɪ/ sound spelt ‘y’ at the end of words  The /i:/ sound spelt ‘-ey’  The /r/ sound spelt ‘-wr’ at the beginning of words  The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’  The sound /ʒ/ spelt ‘s’  The /l/ or /əl/ sound spelt ‘-el’ at the end of words  The /l/ or /əl/ sound spelt ‘-al’ at the end of words  The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)  The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’  The /ɔ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /ɜ:/ sound spelt ‘or’ after ‘w’ | I can write at length (at least ¼ to ½ of a side of A4). |

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|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 3** | Write simple and compound sentences.  Use conjunctions - ‘if’ ‘so’ ‘while’ and ‘since’  Open sentences to show the order things happen, ‘Also’ ‘After’ ‘During’  ‘Soon’ ‘Before’ ‘Later’.  Use homophones (such as knew and new or meat and meet).  Write a narrative (an account of a sequence of events, usually in chronological order) and non- narrative.  Begin to use paragraphs.  Plan, draft, edit and write. | Use capital letters and full stops independently and accurately to demarcate all sentences.  Use speech marks.  Use apostrophes for omission and begin to use them for possession.  Use exclamation marks. | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. | **Supported though Year 3 Ninja Spelling Scheme**  Prefixes un, pre, dis, mis, re, sub, tele, super and auto  Suffixes s, es, ed, ing, er, less, ly.  Homophones  **Rare GPCs:**  The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’  The /ɪ/ sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)  The /ʃ/ sound spelt ‘ch’ (mostly French in origin)  The /k/ sound spelt ‘ch’ (Greek in origin)  The /ɪ/ sound spelt ‘y’ other than at the end of words (gym, myth)  The /ʌ/ sound spelt ‘ou’ (young, touch) | Write at length. (½ to 1 side of A4 in 45 minutes.) |
|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 4** | Use a wider variety of conjunctions, e.g. before, after, because, although, if, as well as, if.  Vary the openings of sentences to avoid repetition.  Use third or first person (he, she, and they/I).  Write in different tenses – past/present/future.  Write simple and compound sentences and begin to write complex sentences.  Use simple fronted adverbials and punctuate them with a comma most of the time.  Use noun and prepositional phrases.  Use paragraphs in most of my writing.  Plan, draft, edit and write. | Use capital letters and full stops independently and accurately to demarcate all sentences.  Use correct speech punctuation eg. commas, question and exclamation marks etc. before the close of the speech marks.  Securely use apostrophes for omission and to show possession.  Begin to use commas to separate phrases and clauses within sentences. | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. | **Supported though Year 4 Ninja Spelling Scheme**  Prefixes in, il, im, ir, anti and inter  Suffixes ation, ly and ous  Homophones  Words ending /ure/ (treasure, measure)  Words ending /tʃə/ spelt ‘ture’ (creature, furniture)  Endings that sound like /ʃən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician)  Endings that sound like /ʒən/ spelt ‘-sion’ (division, confusion)  **Rare GPCs:**  The /g/ sound spelt ‘gu’  Words with the /s/ sound spelt ‘sc’ (Latin in origin)  Spell words from the Years 3 and 4 word list | Write at length (¾ to 1 side of A4 in 45 minutes.) |
|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 5** | Write complex sentences, selecting and using a wide range of subordinators (after, since, so that, although).  Begin to use relative clauses – when a clause is introduced by a relative pronoun  Use subordinate clauses to add extra information, to give reasons and to explain  Write showing an awareness of audiences and have a clear voice.  Write in paragraphs and show cohesion across paragraphs.  Use fronted adverbials and punctuate them with a comma  consistently.  Plan, draft, edit and write.  Indicate degrees of possibility using adverbs or modal verbs. | Use commas to separate items in a list, clauses and phrases  Begin to use ellipses, (…) dashes, semi colons (;) and hyphen (-), colons: and parenthesis ()  Use speech marks, with new lines for the speaker and the correct punctuation.  Secure in the use of apostrophes both for contraction - I’m, can’t and possession – girl’s.  Use commas to clarify meaning. | Write legibly, fluently in joined handwriting and with increasing speed. | **Supported though Year 5 Ninja Spelling Scheme**  Words with the letter string ‘-ough’  Words ending in ‘-able’ and ‘-ible’  Words ending in ‘-ably’ and ‘-ibly’  Homophones  Use of the hyphen (co-ordinate, co-operate)  Explore morphology/ etymology of words [(word](http://grammar.about.com/od/tz/g/wordterm.htm) structures/ the history of the forms and meanings of words).  Use of a dictionary.  . | Write 1 to 1 ½  sides of A4 in an hour |
|  | Sentence Construction | Punctuation | Handwriting | Phonics and Spelling | Length |
| **Year 6** | Secure in the use of complex sentences, understanding how clauses can be manipulated to achieve different effects.  Use interesting and varied sentence openers such as ‘After a while’ ‘Meanwhile’ ‘Before very long’ ‘Anxiously’ ‘Having’ ‘Running’ etc  Use subordinate clauses  Use parentheses  Use different verb forms accurately. (Active/Passive).  Use cohesive devices within and across sentences and paragraphs.  Use relative clauses and adverbials  Use the subjunctive forms such as “If I were” or ”We're they to come” in some very formal writing and speech.  Plan, draft, edit and write. | Begin to independently make use of punctuation marks such as the semi-colon (within a list), colon (to introduce a list) and bracket, hyphen, dashes ; : ( ) -  Separate cluases with semi-colons, colons and dashes.  Use bullet points to list information. | Write legibly, fluently in joined handwriting and with increasing speed. | **Supported though Year 6 Ninja Spelling Scheme**  Generate words from prefixes and suffixes  Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘- ence’/‘-ency’  Homophones and near homophones  Explore morphology/ etymology of words[(word](http://grammar.about.com/od/tz/g/wordterm.htm) structures/ the history of the forms and meanings of words).  Use a thesaurus  Spell words from the Years 5 and 6 word list. | Confidently write a sufficient amount to demonstrate ability, adding atmosphere – setting.  Write detailed character descriptions.  Show my ‘Writers voice’ i.e. humour  Add detail for interest, noun expansion, etc  Have a strong grasp on features of different genres and can apply features in independent writing.  Use the subjunctive correctly (If I were you). |