



Preston Grange Primary School  
English Curriculum

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Nursery</b></p> <p><b>Literacy: Comprehension , Word reading, Writing</b></p>	<p>Maintain focus on a short picture book shared with an adult to the end. Make marks on a range of scales with a range of tools and grips Creating with materials Being imaginative &amp; expressive Use props, similar to the items they represent, appropriately during simple domestic roleplay. Use small world props in short non-verbal narratives Make marks with a wide range of tools and grips</p>	<p>Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make Marks on a range of scales with a range of tools and grips</p>	<p>Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from beginning to end of short books. Select books independently and locate aspects of interests within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools.</p>	<p>Turn the pages of books from beginning to end, mimicking an adult reading some parts of the story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with actions. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales.</p>	<p>Locate familiar books within a larger selection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen from memory. Answer how and why questions about a book. Know a few complete rhymes by heart. Create a range of marks with different tools and talk about their purposes. Recognise further examples of environment print from their immediate locality Make marks, including strings of symbols for others and ascribe meaning to them</p>	<p>Name and locate favourite books and give very brief descriptions of plot elements or characters Re-enact very short excerpts from favourite texts using puppets or small world figures. Suggest what might happen next in unfamiliar books, drawing on the plot so far Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their name and house numbers. Use imitative writing during play Demonstrate a hand preference Write symbols in an order which approximate their name.</p>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Reception</b></p> <p><b>Literacy: Comprehension, Word reading, Writing</b></p>	<p>Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes.</p> <p>Read, Write Inc set 1. Begin to form some recognisable letters correctly. Use marks or some letters for meaning. Write labels.</p>	<p>Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex nursery and action rhymes.</p> <p>Read Write Inc set 1 – become more accurate in word time word building. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write lists, labels and captions.</p>	<p>Recall key elements of books they have heard and read. Express preference for books. Learn more complex nursery rhymes. Read simple phonologically regular captions and sentences. Write simple sentences with regular words, including those with diagraphs. Begin to form an awareness of finger spaces between words.</p>	<p>Understand cause and effect in books they have heard or read. Predict the endings of books. Word play songs. Set 2 RWINc sounds – learning, using and applying in reading and writing. Write simple sentences with regular words, including those with diagraphs. Continue to develop accuracy in finger spaces. Begin to develop understanding of capital letters and full stops.</p>	<p>Predict the development of the plot in a story. Empathise with characters. Make links between texts. Access simple non-fiction books to find out information and to ask questions. Write short compositions with more than one sentence. Set 2 and set 3 RWINc sounds – learning, using and applying in reading and writing. Use fingers spaces and full stops.</p>	<p>Name book characters and describe their qualities.</p> <p>Articulate the dilemmas characters face.</p> <p>Use the structure of rhyming texts to participate in the recall of the text. Set 2 and set 3 RWINc sounds – learning, using and applying in reading and writing. Write short compositions with more than one sentence. Use fingers spaces, capital letters and full stops.</p>

KS!	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Narrative</b> Tiger Who Came to Tea</p> <p><b>Report</b> Tigers</p>	<p><b>Poetry</b> Autumn Poems</p> <p><b>Instructions</b> Potions</p> <p><b>Journey Tale</b> The Three Little Pigs</p> <p><b>Narrative</b> Nativity</p>	<p><b>Narrative</b> Beegu</p> <p><b>Report</b> Houses and Homes</p> <p><b>Poetry</b> Winter Poetry</p>	<p><b>Narrative</b> The Lighthouse Keeper's Lunch</p> <p><b>Report</b> Owls</p> <p><b>Poetry</b> Spring Poetry</p>	<p><b>Losing Tale</b> Owl Babies</p> <p><b>Explanation (Written as a Diary)</b> Growing a Sunflower</p>	<p><b>Narrative</b> The Pirates Next Door The Pirate Cruncher</p> <p><b>Recount</b> Writing about our own experiences</p> <p><b>Poetry</b> Summer Poetry</p>
Year 2	<p><b>Conquering the Monster Tale</b> I'll take you to Mrs Cole</p> <p><b>Instructional</b> How to make a smoothie</p>	<p><b>Losing Tale</b> Jack Frost</p> <p><b>Recount</b> Newspaper Great Fire of London</p> <p><b>Performance poetry</b> Firework poems</p>	<p><b>Journey Tale</b> The Bear and the Piano</p> <p><b>Recount</b> Diary Samson's Titanic Journey</p>	<p><b>Tale of Fear</b> Stories by the same author Anthony Browne</p> <p><b>Report</b> Gorilla Storm Unicorn</p> <p><b>Riddles</b> Monkey Puzzle - Julia Donaldson A range of 'Who am I?' style riddles</p>	<p><b>Journey Tale</b> Grandpa's Lollipops Garden Safari</p> <p><b>Explanation</b> Life Cycle of a Plant</p>	<p><b>Finding Tale</b> Katie Morag</p> <p><b>Persuasive</b> Letter to the King George and the dragon</p> <p><b>Rhyming poems</b> This is Reef - Miriam Moss</p>

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Warning Tale</b> The Great Kapok Tree</p> <p><b>Persuasive</b> Deforestation Rainforest</p>	<p><b>Adventure Tale</b> Firework Maker's Daughter</p> <p><b>Recount</b> Adventurer Biography</p> <p><b>Performance Poetry</b> Twelve days of Christmas</p>	<p><b>Portal Story</b> Stone Age Boy</p> <p><b>Report</b> Stone Age</p> <p><b>Narrative with Rhyme</b> The Listeners - Walter de la Mare</p>	<p><b>Traditional Tale</b> The True Story of the Three Little Pigs</p> <p><b>Explanation</b> Settlements</p>	<p><b>Defeating the Monster Tale</b> The Iron Man</p> <p><b>Recount</b> King Tut</p>	<p><b>Adventure</b> How to Train Your Dragon</p> <p><b>Instructional</b> How to catch a dragon</p> <p><b>Poetry</b> The Dragon Who Ate Our School - Nick Toczek</p>
Year 4	<p><b>Finding Tale</b> Butterfly Lion</p> <p><b>Explanation</b> Rube Goldberg</p> <p><b>Metaphor Poem</b> The Eagle Alfred Lord Tennyson</p>	<p><b>Wishing Tale</b> The King of Fishes</p> <p><b>Persuasive</b> Junior Park Run</p>	<p><b>Defeating the Monster Tale</b> Perseus and the Gorgon's Head</p> <p><b>Recount</b> Newspaper Report</p> <p><b>Narrative Poem</b> The Lambton Worm</p>	<p><b>Portal Story</b> The Impossibly Possible Bookshop</p> <p><b>Informative</b> North East England</p>	<p><b>Suspense</b> The Wolves in the Walls</p> <p><b>Recount</b> Biography Boudicca</p> <p><b>Performance Poetry</b> The Treasures Clare Bevan</p>	<p><b>Adventure Tale</b> Mission Possible Varjak Paw</p> <p><b>Report</b> Animals</p>

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Tale of Fear</b> Boy in the Girls' Bathroom</p> <p><b>Persuasive</b> Environmental Letter</p> <p><b>Cinquains</b> Autumn</p>	<p><b>Defeating the Monster Tale</b> Christmas Dinner of Souls</p> <p><b>Recount</b> Biography</p>	<p><b>Portal Story</b> Clock Close</p> <p><b>Recount</b> Newspaper Report</p> <p><b>Personification</b> Winter</p>	<p><b>Character Flaw</b> Macbeth</p> <p><b>Explanatory</b> Battle of Hastings</p> <p><b>Simile and Metaphor</b> A Kid in my Class</p>	<p><b>Multi-perspective Tale</b> The Highwayman</p> <p><b>Discursive</b> For or against killing Banquo</p> <p><b>Report</b> Geography of Holland</p>	<p><b>Suspense</b> Short Story</p> <p><b>Instructional</b> Planning an Intergalactic Mission</p>
Year 6	<p><b>Fantasy Adventure Tale</b></p> <p><b>Recount</b> Newspaper Report/Diary</p> <p>Brightstorm by Vashti Hardy</p> <p><b>Discursive</b> The Dam by David Almond/ Levi Penfold</p>	<p><b>Persuasive</b> Travel Writing</p> <p><b>Performance Poetry</b> The Dreadful Menace</p> <p><b>Historical Fiction</b> <b>Journey Tale</b> Rose Blanche</p>	<p><b>Twisted Fairy Tales</b> <b>Building suspense and tension</b> Red Miss Take Chaperon Rouge (Literacy Shed) Or Darwin's Dragons</p> <p><b>Poetry</b> War Poems Beyond the Lines</p> <p><b>Formal Letter</b> Complaint</p>	<p><b>Defeating the Monster</b> Story of an Outlaw (Holes)</p> <p><b>Recount</b> Informal/Formal Letter Diary</p> <p><b>Report</b> Scientists</p>	<p><b>Defeating the Monster</b> Story of an Outlaw (Holes)</p> <p><b>Persuasive</b> Inventor's Assistant</p>	<p><b>Playscripts</b> End of year show Or Windrush Child</p> <p><b>Performance Poetry</b> If Rudyard Kipling</p>



Year 1

## National Curriculum for English in Year 1

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, roleplay/improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Reread these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:             <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>
<p><b>Phonics &amp; whole word spelling</b></p> <ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes already taught</li> <li>• Common exception words</li> <li>• The days of the week</li> <li>• Name the letters of the alphabet</li> <li>• Naming the letters of the alphabet in order</li> <li>• Using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<p><b>Prefixes and suffixes and other spelling strategies</b></p> <ul style="list-style-type: none"> <li>• Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix un– to change the meaning of adjectives/adverbs</li> <li>• Using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• Apply simple spelling rules</li> <li>• Write from memory simple sentences dictated by the teachers that include words using the GPCs and common exception words taught so far</li> </ul>	<p><b>Contexts for writing</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by:             <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> </ul>



<p><b>Handwriting/presentation</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Leaving spaces between words</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families'</li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Joining words and joining clauses using "and"</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• To combine words to make sentences, using 'and'</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>• The grammatical terms that pupils should learn are set out below. They should learn to recognise and use the terminology through discussion and practice: <ul style="list-style-type: none"> <li>○ letter, capital letter</li> <li>○ word, singular, plural</li> <li>○ sentence punctuation</li> <li>○ full stop, question mark, exclamation mark</li> </ul> </li> </ul>



Year 2

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Reread these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o discussing the sequence of events in books and how items of information are related</li> <li>o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>o being introduced to non-fiction books that are structured in different ways</li> <li>o recognising simple recurring literary language in stories and poetry</li> <li>o discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>o discussing their favourite words and phrases</li> <li>o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• 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"> <li>o drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>o making inferences on the basis of what is being said and done</li> <li>o answering and asking questions</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
<p><b>Phonics &amp; whole word spelling</b></p> <ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words</li> <li>• Distinguishing between homophones and near-homophones</li> </ul>	<p><b>Prefixes, suffixes and other spelling strategies</b></p> <ul style="list-style-type: none"> <li>• Learning to spell more words with contracted forms</li> <li>• Learning the possessive apostrophe (singular)</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly and by compounding</li> <li>• Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</li> <li>• Apply spelling rules and guidelines (English Appendix 1)</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p><b>Handwriting/presentation</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>

<p><b>Contexts for writing</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>• Consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> </ul> </li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>• Writing down ideas and/or keywords, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• The present and past tenses correctly and consistently including the progressive form</li> <li>• Subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>• Learning the grammar for year 2 in English <a href="#">Appendix 2</a></li> <li>• Some features of written Standard English</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English <a href="#">Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• Commas to separate items in a list</li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading: <ul style="list-style-type: none"> <li>○ noun, noun phrase</li> <li>○ statement, question, exclamation, command</li> <li>○ compound, adjective, verb</li> <li>○ suffix</li> <li>○ adverb</li> <li>○ tenses (past and present)</li> <li>○ apostrophe, comma</li> </ul> </li> </ul>



Year 3

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> <li>◦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>◦ reading books that are structured in different ways and reading for a range of purposes</li> <li>◦ using dictionaries to check the meaning of words that they have read</li> <li>◦ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>◦ identifying themes and conventions in a wide range of books</li> <li>◦ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>◦ discussing words and phrases that capture the reader's interest and imagination</li> <li>◦ recognising some different forms of poetry</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>◦ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>◦ asking questions to improve their understanding of a text</li> <li>◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>◦ predicting what might happen from details stated and implied</li> <li>◦ identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>◦ identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• Retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English <a href="#">Appendix 1</a>)</li> </ul>	<p><b>Prefixes and suffixes and other spelling strategies</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English <a href="#">Appendix 1</a>)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Formation of nouns using a range of prefixes: super-, anti-, auto-</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><b>Handwriting/presentation</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>

<p><b>Contexts in Writing</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Composing and rehearsing sentences orally (including dialogue)</li> <li>• Progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English <a href="#">Appendix 2</a>)</li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices (headings and subheadings)</li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Word families based on common words, showing how words are related in form and meaning</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by: <ul style="list-style-type: none"> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause or prepositions</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for years 3 and 4 in <a href="#">Appendix 2</a></li> </ul> </li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate speech</li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading: <ul style="list-style-type: none"> <li>○ adverb preposition, conjunction</li> <li>○ word family, prefix</li> <li>○ clause, subordinate clause</li> <li>○ direct speech</li> <li>○ consonant, consonant letter vowel, vowel letter</li> <li>○ inverted commas (or 'speech marks')</li> </ul> </li> </ul>



Year 4



<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> <li>◦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>◦ reading books that are structured in different ways and reading for a range of purposes</li> <li>◦ using dictionaries to check the meaning of words that they have read</li> <li>◦ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>◦ identifying themes and conventions in a wide range of books</li> <li>◦ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>◦ discussing words and phrases that capture the reader's interest and imagination</li> <li>◦ recognising some different forms of poetry</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>◦ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>◦ asking questions to improve their understanding of a text</li> <li>◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>◦ predicting what might happen from details stated and implied</li> <li>◦ identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>◦ identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English <a href="#">Appendix 1</a>)</li> </ul>	<p><b>Prefixes and suffixes and other spelling strategies</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English <a href="#">Appendix 1</a>)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Handwriting/presentation</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul>

<p><b>Contexts in Writing</b></p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Composing and rehearsing sentences orally (including dialogue)</li> <li>• Progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English <a href="#">Appendix 2</a>)</li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-narrative material, using simple organisational devices (headings and subheadings)</li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proofread for spelling and punctuation errors</li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• The grammatical difference between plural and possessive -s</li> <li>• Standard English forms for verb inflections instead of local spoken forms</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by: <ul style="list-style-type: none"> <li>◦ using the present perfect form of verbs in contrast to the past tense</li> <li>◦ using conjunctions, adverbs and prepositions to express time and cause</li> <li>◦ using fronted adverbials</li> <li>◦ expanding noun phrases with the addition of modifying adjectives, nouns and prepositional phrases</li> <li>◦ learning the grammar for years 3 and 4 in <a href="#">Appendix 2</a></li> </ul> </li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>◦ using commas after fronted adverbial</li> <li>◦ indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>◦ using and punctuating direct speech</li> </ul> </li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading: <ul style="list-style-type: none"> <li>◦ determiner</li> <li>◦ pronoun, possessive pronoun</li> <li>◦ adverbial</li> </ul> </li> </ul>



Year 5

- Spoken Language**
- Listen and respond appropriately to adults and their peers
  - Ask relevant questions to extend their understanding and knowledge
  - Use relevant strategies to build their vocabulary
  - Articulate and justify answers, arguments and opinions
  - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
  - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
  - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
  - Speak audibly and fluently with an increasing command of Standard English
  - Participate in discussions, presentations, performances, roleplay/improvisations and debates
  - Gain, maintain and monitor the interest of the listener(s)
  - Consider and evaluate different viewpoints, attending to and building on the contributions of others
  - Select and use appropriate registers for effective communication

- Word Reading**
- 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

- Comprehension**
- Maintain positive attitudes to reading and an understanding of what they read by:
    - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
    - recommending books that they have read to their peers, giving reasons for their choices
    - identifying and discussing themes and conventions in and across a wide range of writing
    - making comparisons within and across books
    - 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
  - Understand what they read by:
    - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
    - asking questions to improve their understanding
    - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    - predicting what might happen from details stated and implied
    - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
    - identifying how language, structure and presentation contribute to meaning
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Distinguish between statements of fact and opinion
  - Retrieve, record and present information from non-fiction
  - 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
  - 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
  - Provide reasoned justifications for their views

- Spelling**
- Spell some words with 'silent' letters
  - Continue to distinguish between homophones and other words which are often confused
  - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#)

- Prefixes and suffixes and other spelling strategies**
- Use further prefixes and suffixes and understand the guidance for adding them
  - Converting nouns or adjectives into verbs using suffixes
  - Verb prefixes
  - Use dictionaries to check the spelling and meaning of words
  - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

- Handwriting/presentation**
- Pupils should be taught to write legibly, fluently and with increasing speed by:
    - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
    - choosing the writing implement that is best suited for a task

<p><b>Contexts in Writing</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>Draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>Proofread for spelling and punctuation errors</li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to enrich vocabulary choices</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by: <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>devices to build cohesion within a paragraph</li> <li>linking ideas across a paragraph using adverbials of time, place and number or tense choices</li> <li>learning the grammar for years 5 and 6 in <a href="#">Appendix 2</a></li> </ul> </li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using a colon to introduce a list</li> </ul> </li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading: <ul style="list-style-type: none"> <li>modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> </ul> </li> </ul>



Year 6

<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English <a href="#">Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ 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</li> <li>○ recommending books that they have read to their peers, giving reasons for their choices</li> <li>○ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>○ making comparisons within and across books</li> <li>○ learning a wider range of poetry by heart</li> <li>○ 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</li> </ul> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ asking questions to improve their understanding</li> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>○ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• Provide reasoned justifications for their views</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">Appendix 1</a></li> </ul>	<p><b>Prefixes and suffixes and other spelling strategies</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> </ul>	<p><b>Handwriting/presentation</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to write legibly fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

<p><b>Contexts in Writing</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p><b>Planning Writing</b></p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<p><b>Drafting Writing</b></p> <ul style="list-style-type: none"> <li>Draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs: repetition of word or phrase, grammatical connections, the use of adverbials and ellipsis</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul>
<p><b>Editing Writing</b></p> <ul style="list-style-type: none"> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>Proofread for spelling and punctuation errors</li> </ul>	<p><b>Performing Writing</b></p> <ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to enrich vocabulary choices</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>How words are related by meaning as synonyms and antonyms</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> </ul> </li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list and semicolons within lists</li> <li>punctuating bullet points consistently</li> </ul> </li> </ul>	<p><b>Grammar Terminology</b></p> <ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading: <ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon</li> <li>bullet points</li> </ul> </li> </ul>