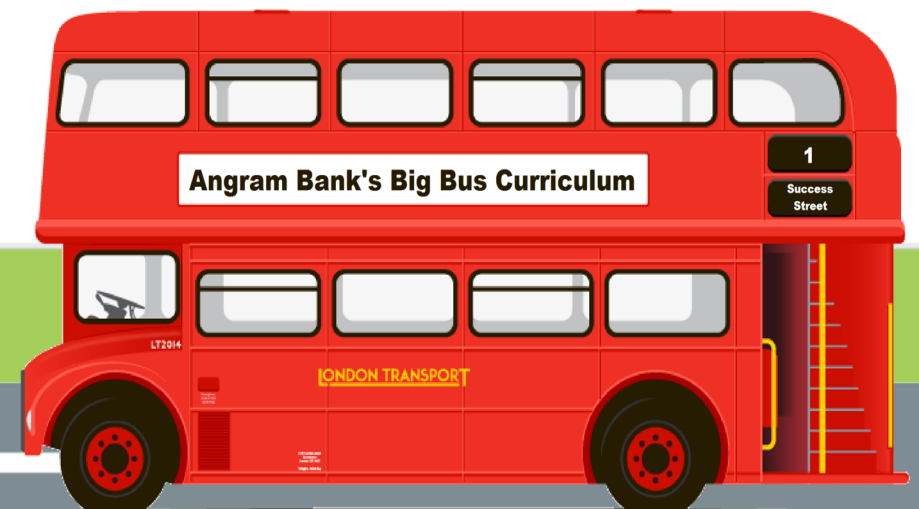


# Angram Bank's Big Bus Curriculum

## Writing





## Writing

Our intention for Writing at Angram Bank Primary School is to ensure that every child has access to all aspects of the English Writing Curriculum; thus enabling each individual to successfully apply their learning, skills and knowledge to a variety of writing styles, genres, purposes and audiences and become capable, confident successful writers.

The Writing Curriculum is implemented through the 'Angram Bank Planet Writing Map' which ensures that a range of genres and text types are covered and revisited throughout both key stages: this supports the development of mastery and fluency in writing. The writing map makes specific links to 'Rocket Reading' which enables pupils to encounter many high quality texts that will support the writing process. When appropriate, some of the writing is able to utilise knowledge and understanding gained through the learning in other curriculum areas (such as history).

The 'Planet Writing Sequence' ensures that all pupils are able to become immersed in the purpose of the writing; analyse the features and characteristics of the text/genre; learn and apply specific writing skills; develop specific and high tier vocabulary; and consequently are able to use this learning to plan, write and review their own writing.

The impact of these teaching processes, along with high quality marking and feedback; teacher knowledge of writing throughout school; and internal and cross-school moderation for all year groups, ensures consistency in quality, quantity and expectations throughout the school. The teacher's knowledge and understanding of the expected outcomes of all year groups result in pupils becoming independent informed writers who are competent and fluent in a variety of styles and genres.



# Writing though Early Years

## Nursery (FS1)

## Reception (FS2)

Writing through Early years starts in Nursery and progresses through to Reception. Children at the expected level of development will be confident writers by the end of Foundation Stage. Children will be expected to have confidence in spelling, handwriting and composition. Children in Reception will demonstrate these skills through their phonic knowledge to support their writing and handwriting.

### Writing & Mark making

Children at the expected level of development will:

	Mark Making	Spelling and Handwriting	Composition
FS1	<ul style="list-style-type: none"><li>Use some of their print and letter knowledge in their early writing.</li></ul>	<ul style="list-style-type: none"><li>Use the correct pencil grip when mark making.</li><li>Have good control when using mark making tools (e.g. pencil/pens/chalk).</li><li>Write some letter accurately.</li></ul>	<ul style="list-style-type: none"><li>Be able to talk about the marks they have made sharing their thoughts and ideas.</li></ul>
FS2	<ul style="list-style-type: none"><li>Be able to use their print and letter knowledge in their early writing.</li></ul>	<ul style="list-style-type: none"><li>Form recognisable letters (most of which are formed correctly).</li><li>Spell words by identifying sounds and representing the sound with letters.</li><li>Write simple phrases and sentences that can be read by others.</li><li>Have control when using mark making tools.</li></ul>	<ul style="list-style-type: none"><li>Express their ideas and thoughts in full sentences before writing.</li></ul>

# Foundation Stage 2

## Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	<p>Phase 2 - Single letter phonemes.</p> <p>Introduce tricky words.</p> <p>Mark making/ emergent writing.</p>	<p>Phase 2 - single letter phonemes and digraphs.</p> <p>CVC words.</p>	<p>Phase 3 - digraphs</p> <p>Words including double letters.</p> <p>Continue to learn tricky words and use them in sentences.</p>	<p>Phase 3 - review digraphs</p> <p>Words including double letters.</p> <p>Simple sentences including longer words.</p>	<p>Introduce <b>phase 4</b> blends.</p> <p>CCVC, CCCVC words,</p> <p>Writing full sentences using all sounds and tricky words taught.</p>	

## Writing - The National Curriculum

### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# Key Stage One

## Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (see phonics overview for sequence).</p> <p>Write sentences by:</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> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> </ul>					<p style="text-align: center;"><b>Fiction</b></p> <p>Retell full story using <b>Pie Corbett</b> Storytelling - The Three Little Pigs.</p> <p>Retell full story using <b>Pie Corbett</b> Storytelling - The Magic Porridge Pot.</p>
<b>Y2</b>	Dick Whittington The Scarecrow's Wedding Is it a fruit? Pumpkin Soup The Papaya that Spoke A Sweetcorn Salad The Princess and the Pea	Dear Greenpeace Meerkat Mail The Jolly Postman collection The Nativity Traction Man	Each Peach Pear Plum What a Load of Rubbish Down the Drain Rapunzel Puss in Boots Chinese New Year	The Greedy Fox Voices in the Park Rover My Name is Bob Come away from the Water Shirley	Rumpelstiltskin The Wild Cat Guide The Queen Monkey See Monkey Do	Peepo Captain Tom Moore A Wartime Childhood The Great Fire of London

# Year 1

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell: <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> </ul> </li> <li>name the letters of the alphabet: <ul style="list-style-type: none"> <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> </li> <li>add prefixes and suffixes: <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-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>



Composition	Vocabulary, Grammar and Punctuation	Appendix 1
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <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> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <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> <li>• learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b><u>Word</u></b>  Regular <b>plural noun suffixes</b> -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)  How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p> <p><b><u>Sentence</u></b>  How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using and</p> <p><b><u>Text</u></b>  Sequencing <b>sentences</b> to form short narratives</p> <p><b><u>Punctuation</u></b>  Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b></p> <p><b><u>Terminology</u></b>  letter, capital letter  word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark</p>

# Year 2

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell by: <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 one 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>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> </li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in 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>Pupils should be taught to:</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>

Composition	Vocabulary, Grammar and Punctuation	Appendix 1
<p>Pupils should be taught to:</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> <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> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> <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>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b>Word</b></p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less</p> <p>(A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn <b>adjectives</b> into <b>adverbs</b></p> <p><b>Sentence</b></p> <p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</p> <p><b>Text</b></p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p><b>Terminology</b></p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



# Lower Key Stage Two

## Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3</b>	<p style="text-align: center;"><b>Fiction</b></p> <p><b>Persuasive Letter</b> using the stimulus - Dangle</p> <p>Setting/ character descriptions using the following stimuli:</p> <p><b>Adventure</b> - The Lion, the Witch and the Wardrobe</p> <p><b>Sci-fi</b> - Iron Man</p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Non-narrative non-fiction</b></p> <p><b>Recipe</b> - How to make stew (D&amp;T Link)</p> <p><b>Instructions</b> - How to play a board game</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Combination of skills</p> <p>Write full story using <b>Pie Corbett</b> Storytelling - Michael Recycle</p> <p>Write an opening to a horror story using the following stimulus:</p> <p><b>Horror</b> - Dracula's Whitby</p> <p><b>Instructional</b> using the stimulus - How to Wash a Woolley Mammoth</p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Non-narrative non-fiction</b></p> <p><b>Non-Chronological Report</b> - Ancient Egypt (history Link)</p> <p style="text-align: center;"><b>Narrative non-fiction</b></p> <p><b>Diary</b> - Howard Carter's discovery of Tutankhamun)</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Combination of skills</p> <p>Write an alternative ending using the follow stimulus:</p> <p><b>Adventure</b> - The Tunnel</p> <p><b>Diary</b> of the child's adventure in the tunnel</p> <p>Write a first person account using the following stimulus:</p> <p><b>Romance</b> - Lava</p> <p style="text-align: center;"><b>Poetry</b></p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Non-narrative non-fiction</b></p> <p><b>Leaflet</b> - Parts of a plant</p> <p><b>Newspaper Report</b> - Volcanic eruption</p>
<b>Y4</b>	<p style="text-align: center;"><b>Fiction</b></p> <p>Character descriptions action sequences</p> <p><b>Adventure</b> - Harry Potter</p> <p>Building tension</p> <p><b>Horror</b> - Lune et L'Autre</p> <p><b>Diary</b> - the girl's experience meeting the monster in Lune et L'Autre</p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Non-narrative non-fiction</b></p> <p><b>Letter</b> - President of Brazil about deforestation</p> <p><b>Non-chronological report</b> - states of matter</p> <p style="text-align: center;"><b>Narrative non-fiction</b></p> <p><b>Recount</b> - educational visit</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Combination of skills</p> <p><b>Play</b> - Voices in the Park</p> <p>Combination of skills</p> <p><b>Mystery</b> - The Mysteries of Harris Burdick</p> <p>Creating our own myth:</p> <p><b>Myth</b> - Greek Mythology</p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Narrative non-fiction</b></p> <p><b>Travel writing</b> - Rainforests</p> <p><b>Biography</b> - linked to discoveries in electricity</p>	<p style="text-align: center;"><b>Fiction</b></p> <p><b>Instructions</b> - The secret of platform 13</p> <p>Combination of skills:</p> <p><b>Adventure</b>- Journey</p> <p style="text-align: center;"><b>Poetry</b></p>	<p style="text-align: center;"><b>Non-Fiction</b></p> <p><b>Non-narrative non-fiction</b></p> <p><b>Article</b> - current events</p> <p><b>Instructions</b> - how to make a torch</p>

# Upper Key Stage Two

## Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y5</b>	<p style="text-align: center;"><b>Fiction</b></p> <p>Setting description focus using DADWAVERS</p> <p>Character description focus using PAIRS</p> <p>Children to create a DADWAVERS and PAIRS paragraph on the following stimuli:</p> <p><b>Adventure-</b> Varjak Paw</p> <p><b>Mystery-</b> Lulu</p> <p><b>Historical</b>—The Colosseum</p> <p><b>Horror-</b> Alma</p> <p><b>Sci-Fi</b>—Star Wars</p>	<p style="text-align: center;"><b>Non-fiction</b></p> <p>Narrative non-fiction</p> <p>Desert Travel writing</p> <p>Rocket Reading Biography</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Dialogue focus</p> <p>Children to work on the skill of using dialogue to convey a character's feelings and advance the action using the following stimulus:</p> <p><b>Adventure</b>—Cogheart</p> <p><b>Mystery-</b> Cogheart</p>	<p style="text-align: center;"><b>Non fiction</b></p> <p>Non-narrative non-fiction</p> <p>Roman's Newspaper report</p> <p>D&amp;T instructions</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Combination of skills— children utilising DADWAVERS, PAIRS and dialogue to convey character's feelings and advance the action in a range of different pieces such as:</p> <p><b>Play</b>—The Cursed Child</p> <p><b>Poem</b>— Charles Causley</p> <p><b>Diary-</b> Alex Rider Stormbreaker</p> <p><b>Romance</b>—Highway Man</p>	<p style="text-align: center;"><b>Non fiction</b></p> <p>Non-fiction mixed</p> <p>Vikings non-chronical report</p> <p>Instructional text- How to use a map</p>
<b>Y6</b>	<p style="text-align: center;"><b>Fiction</b></p> <p>Setting description focus using DADWAVERS</p> <p>Character description focus using PAIRS</p> <p>Children to create a DADWAVERS and PAIRS paragraph on the following stimuli:</p> <p><b>Adventure-</b> The Nowhere Emporium</p> <p><b>Mystery-</b> Girl who Fell from Sky</p> <p><b>Historical</b>—The Workhouse</p> <p><b>Horror-</b> Francis Brandywine</p> <p><b>Sci-Fi</b>—UFO</p>	<p style="text-align: center;"><b>Non-fiction</b></p> <p>Narrative non-fiction</p> <p><b>Recount</b>—Aftermath of the Titanic disaster</p> <p><b>Diary Entry</b>— Documenting the living conditions in a Victorian Workhouse</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Dialogue focus</p> <p>Children to work on the skill of using dialogue to convey a character's feelings and advance the action using the following stimulus:</p> <p><b>Ghost story</b>—Uncle Montague's Tale's of Terror</p> <p><b>Adventure</b>—The Arrival</p>	<p style="text-align: center;"><b>Non fiction</b></p> <p>Non-narrative non-fiction</p> <p><b>Formal letter</b> of complaint</p>	<p style="text-align: center;"><b>Fiction</b></p> <p>Combination of skills— children utilising DADWAVERS, PAIRS and dialogue to convey character's feelings and advance the action in a range of different pieces such as:</p> <p><b>Diary</b> —Clay-kicker's tunnels</p> <p><b>Letter</b>—Evacuee Letter</p>	<p style="text-align: center;"><b>Non fiction</b></p> <p>Non-fiction mixed</p> <p><b>Leaflet</b>—Recruitment to join the British armed forces for WWII</p> <p><b>Article</b> on plastic pollutions and its impact on the ocean</p>

# Year 3

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three 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>Pupils should be taught to:</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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>

Composition	Vocabulary, Grammar and Punctuation	Appendix 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <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> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <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 [for example, headings and sub-headings]</li> <li>evaluate and edit by: <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> </ul> </li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <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>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li>use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</li> </ul>	<p><b><u>Word</u></b>  Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]  Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]  <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> <p><b><u>Sentence</u></b>  Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> <p><b><u>Text</u></b>  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p><b><u>Punctuation</u></b>  Introduction to inverted commas to punctuate direct speech</p> <p><b><u>Terminology</u></b>  preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>



# Year 4

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three 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>Pupils should be taught to:</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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>

Composition	Vocabulary, Grammar and Punctuation	Appendix 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <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> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <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 [for example, headings and sub-headings]</li> <li>evaluate and edit by: <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> </ul> </li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <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>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li>use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</li> </ul>	<p><b><u>Word</u></b> The grammatical difference between <b>plural</b> and <b>possessive -s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p><b><u>Sentence</u></b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p><b><u>Text</u></b> Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p> <p><b><u>Punctuation</u></b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b></p> <p><b><u>Terminology</u></b> determiner, pronoun, possessive pronoun, adverbial</p>

# Year 5

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</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 English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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>

Composition	Vocabulary, Grammar and Punctuation	Appendix 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <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>noting and developing initial ideas, drawing on reading and research where necessary</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> </li> <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 [for example, headings, bullet points, underlining]</li> </ul> </li> <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>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English 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> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English Appendix 2</a></li> </ul> </li> <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 hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> </li> <li>use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately in discussing their writing and reading.</li> </ul>	<p><b><u>Word</u></b>  Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]  <b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p><b><u>Sentence</u></b>  <b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun  Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p> <p><b><u>Text</u></b>  Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]  Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p> <p><b><u>Punctuation</u></b>  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity</p> <p><b><u>Terminology</u></b>  modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

# Year 6

Spoken Language	Writing - Transcript	
	Spelling	Handwriting
<p>Pupils should be taught to:</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, role play, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</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 English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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>

Composition	Vocabulary, Grammar and Punctuation	Appendix 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <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>• noting and developing initial ideas, drawing on reading and research where necessary</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> </li> <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>• précising 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 [for example, headings, bullet points, underlining]</li> </ul> </li> <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>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English 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> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</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>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <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 hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<p><b><u>Word</u></b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p><b><u>Sentence</u></b> Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> <p><b><u>Word</u></b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><b><u>Punctuation</u></b> Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> <p><b><u>Terminology</u></b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>