

*Hunton CEP School:  
Writing Progression Booklet*



Year group	Knowledge, skills and understanding	Supporting composition: routines and resources
Year R	<p>Year R is not included in the Programmes of Study for Key Stages 1 and 2. However, it would clearly be appropriate to prepare pupils for the Year 1 statements.</p> <p>Focus on speaking and listening skills to develop speech, particularly communicating effectively in <b>words</b> and <b>sentences</b>.</p> <p>Pupils will need to:</p> <ul style="list-style-type: none"> <li>• engage in pre-writing or writing-readiness activities</li> <li>• practise holding a writing or drawing implement correctly</li> <li>• practise and enjoy making marks using a variety of materials</li> <li>• make large marks and small marks, using gross and fine motor skills</li> </ul>	<p>Supporting composition:</p> <ul style="list-style-type: none"> <li>• Read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary.</li> <li>• Write simple sentences by saying out loud what they are going to write about.</li> <li>• Model short sentence-writing, talking through skills and processes.</li> </ul> <p>Provide opportunities for pupils to:</p> <ul style="list-style-type: none"> <li>• explore and play with writing e.g. shopping lists, labelling, messages and letters</li> <li>• investigate a range of writing implements on different surfaces</li> </ul> <p>Resources might include:</p> <ul style="list-style-type: none"> <li>• Gateway to writing – ‘Developing Handwriting’</li> <li>• Alistair Bryce-Clegg – <a href="http://abcdoes.typepad.com">abcdoes.typepad.com</a></li> <li>• Write Dance</li> <li>• Role-play supporting writing</li> <li>• Writing in the outdoor environment</li> <li>• Well-planned writing area</li> </ul> <p>When appropriate, follow the statements for Year 1.</p>
	Knowledge, skills and understanding	Routines and resources
Year 1	<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>	<ul style="list-style-type: none"> <li>• Use Talk for Writing approach when imitating known stories; innovate based on a known model or invent from pupil’s own ideas.</li> <li>• As a regular routine during shared writing, orally model whole sentence before writing it down.</li> <li>• Continue to focus on spoken language, to develop effective speech through <b>sentences</b>; include oral retelling of a simple story or fairy tale.</li> <li>• At the beginning of year 1, not all pupils have the spelling and handwriting skills needed to write down everything they compose orally. Practitioners need to capture these pupils’ spoken contributions.</li> </ul>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• discuss what they have written</li> <li>• read aloud their writing clearly enough to be heard.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• leave spaces between words</li> <li>• join words and clauses with <b>and</b></li> <li>• begin to punctuate sentences using a <b>capital letter</b> and a <b>full stop</b></li> <li>• begin to punctuate sentences using a <b>question mark</b> or <b>exclamation mark</b></li> <li>• use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> <li>• learn the grammar for Year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting and re-reading to check for meaning. Practitioners should demonstrate skills and processes during shared and guided writing.</li> <li>• Join sentences with <b>and</b>; use other simple linking words; explain what 'connect' means.</li> <li>• Introduce the term <b>punctuation</b>; recognise sentence boundaries in spoken sentences.</li> <li>• Sequence a few sentences to write a simple story or recount of real events.</li> <li>• Use Scaffolding Emergent Writing as a regular routine for some pupils, for as long as is required (<a href="http://www.mcrel.org">www.mcrel.org</a>).</li> <li>• During shared writing, model and emphasise the capital letter and full stop, to demarcate each sentence.</li> <li>• Talk about <b>describing words</b> such as <i>pretty, new, blue, fierce</i>, in readiness for introduction of adjectives.</li> <li>• Find opportunities to make books; write letters; create posters; make up stories.</li> <li>• Find opportunities to practise Standard English forms, e.g. role-model formal language when pretending to be a king or a duchess.</li> <li>• Share pupils' special keepsakes in a box, to stimulate writing.</li> <li>• Write to an imaginary character (can use a soft toy) which responds to the class (writing with a purpose to an audience).</li> <li>• Write from real experience, describing real objects, people, places etc.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
Year 2	<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and imagined)</li> <li>• writing about real events</li> <li>• writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and listening to whole books helps pupils to increase their vocabulary and grammatical knowledge.</li> <li>• Listen for connectives during read-aloud stories; big books; e-stories.</li> <li>• Draw out high quality vocabulary from shared texts.</li> <li>• Read a range of whole texts including picture books, class texts, big books, narrative poems.</li> <li>• Write from real life experience; describe real things.</li> </ul>

	<ul style="list-style-type: none"> <li>• writing for different purposes.</li> </ul> <p>Consider what they are going to write about before beginning by:</p> <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</li> <li>• encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with others</li> <li>• re-reading to check sense</li> <li>• re-reading to check tense of verbs</li> <li>• proof-reading to check for errors of spelling, grammar and punctuation.</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Pupils should be taught to develop their understanding of grammar and punctuation by:</p> <ul style="list-style-type: none"> <li>• learning how to use familiar and new punctuation correctly, including <b>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes</b> for contracted forms and the possessive (singular).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an enticing, well-stocked reading environment or area.</li> <li>• Explore use of working walls; writing journals or logs; access to dictionary and thesauruses; key vocabulary and word banks.</li> <li>• Develop speaking and listening e.g. through oral retelling of known stories, inserting simple <b>connectives</b>, perhaps using hand gestures.</li> <li>• Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check the meaning is clear.</li> <li>• Drama and role-play can contribute to quality of writing by encouraging pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</li> <li>• Provide dressing up boxes; hats and props; make links to other curriculum subjects e.g. role-play connected to History topic.</li> <li>• Model all processes such as how to re-read to check for meaning; how to re-read to check appropriate use of tense.</li> <li>• Regularly proof read sentences during shared writing, to model how to edit and improve.</li> <li>• Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately and sometimes independently.</li> <li>• Use a string of capital letters for effect, e.g. SUDDENLY</li> <li>• Introduce the <b>apostrophe</b> for a contracted form e.g. <i>don't, can't, haven't</i>; also to mark singular possession in nouns e.g. <i>the girl's name</i>.</li> <li>• Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> <li>• Activity: write all the letters of the uncontracted word on squared paper (e.g. would not). Show how the contracted form (wouldn't) uses fewer squares. Practise with other words e.g. cannot – can't, did not – didn't.</li> <li>• Use capital letters for <b>proper nouns</b> e.g. <i>Mrs Green, London; Emma</i>.</li> <li>• Draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. <i>a red van; plain flour (noun phrase)</i>.</li> <li>• Model use of CL and FS during shared writing; have high expectations of correct</li> </ul>
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	<p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b></li> <li>expanded nouns phrases to describe and specify [e.g. 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>appropriate grammar for Year 2 in English Appendix 2</li> <li>Some features of written Standard English.</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.</p>	<p>use.</p> <ul style="list-style-type: none"> <li>Play sentence games including: jumbled sentences; finish my sentence; beginnings and endings; rainbow sentences.</li> <li>Role-play commands. Play Simon Says. Point out the verb.</li> <li>Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>Consistently use <b>present</b> and <b>past tense of verbs</b> when speaking and writing e.g. <i>catch caught; go went; see saw</i>. Also use continuous forms of verbs to mark actions in progress e.g. <i>Sarah is skipping, Mum was shopping</i>.</li> <li>Play games and activities which reinforce tenses, e.g. I skip, I skipped, I will skip. I go, I went, I will go.</li> <li>Include games which practise continuous forms of verbs e.g. I am going, I was going, I will be going.</li> <li>Use simple gender forms correctly e.g. <i>his her; she he; him her</i>.</li> <li>Identify where direct speech occurs in a text, and notice speech marks. Begin to use speech marks in own writing.</li> <li>In speech and writing, develop coordinating conjunctions: <i>and, or, but</i>, and subordinating conjunctions such as: <i>when, if, that, because</i>. Teach explicitly correct subject/verb agreement e.g. we did, they were etc. Model correct usage.</li> <li>Try human sentences using pupils and large cards; drag and drop the conjunction into a whiteboard sentence.</li> <li>Clearly label classroom display to show proper nouns in context.</li> <li>Play games to describe things e.g. The Vicar's Cat is an... amiable cat, bossy cat, cute cat etc.</li> <li>Have fun with Animal Alliterations e.g. an amazing ant, a beautiful butterfly.</li> <li>Use drama and role-play to identify and practise use of formal and informal registers. Role play Standard English by speaking and acting as a 'duchess' or 'king'; adults model this process.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
Years 3 and 4	<p>Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that</li> </ul>	<ul style="list-style-type: none"> <li>Share the reading of a range of texts in the chosen genre to gain familiarity with its features and structure.</li> <li>Engage in interactive discussion of texts; book talk; reminder of previous</li> </ul>

	<p>which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• introduce the <b>paragraph</b> as a way to group related material; begin to organise information around a theme</li> <li>• in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</li> <li>• in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing, and suggesting improvements</li> <li>• suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul>	<p>examples; cross curricular link texts.</p> <ul style="list-style-type: none"> <li>• Draw out high quality vocabulary from shared texts.</li> <li>• Build spoken language skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry.</li> <li>• Use recording equipment to capture children's oral contributions.</li> <li>• Use a dictionary to check meaning of words during reading.</li> </ul> <ul style="list-style-type: none"> <li>• Model correct use of punctuation when writing sentences with children; shared and guided writing routines.</li> <li>• Play Noisy Sentences and other sentence games; encourage children to hear the full stops as you read a familiar passage aloud. (Read twice. Listen first time. Pupils knock on the table when each sentence comes to an end.)</li> <li>• Enjoy mini whiteboard work as a regular routine, creating and improving simple sentences; strengthen the noun; add an adjective; improve the verb; drop in a subordinate clause; add a subordinate clause etc.</li> <li>• As a regular routine, model how to identify the main and subordinate clause.</li> <li>• Play a spoken language game which requires pupils to change a sentence from the past tense to the present and vice versa. Add actions.</li> <li>• Role-play giving commands e.g. lord / duchess / princess / mayor.</li> <li>• Work in groups with a leader /chairperson, developing different characters within the group.</li> <li>• Provide visual reminders through working walls, friezes and posters.</li> <li>• Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>• Make dictionaries and thesauruses available and model how to use them.</li> <li>• Use word walls and key words; word logs; magpie (share) words with others.</li> </ul> <ul style="list-style-type: none"> <li>• Use guided writing regularly as an opportunity to feedback specific information to children. Discuss next steps.</li> <li>• Clarify the usage of a word within a sentence, particularly for those pupils who are new to the English language e.g. a round shape / a round of cards / singing a round / round and round</li> <li>• Text mark: find all the pronouns etc.</li> </ul>
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	<p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p> <p>Pupils should be taught to: develop their understanding of the concepts of grammar, punctuation and vocabulary (Appendix 2) by:</p> <ul style="list-style-type: none"> <li>• using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns for clarity</li> <li>• using conjunctions to express time and cause.</li> </ul> <p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</li> <li>• using and punctuating direct speech.</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>• Model the proof-reading process during shared and guided writing.</li> <li>• Record examples on Talking Books or other IT devices.</li> <li>• Ask pupils to read work aloud to an audience. Involve pupils in evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, grasp of sentence structure and knowledge of terminology.</li> <li>• Expect independent use of <b>full stops</b> and <b>capital letters</b>.</li> <li>• Provide and display sentence openers using various <b>connectives</b>.</li> <li>• Become familiar with the term <b>word class</b>; choose nouns or <b>pronouns</b> appropriately for clarity e.g. <i>Jenny bought a Mars bar</i>.</li> <li>• During shared reading, point out that many words belong to more than one word class, depending upon their usage in the text.</li> <li>• Identify <b>adjectives</b> in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective during shared reading and writing.</li> <li>• Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> <li>• Contractions activity: use paper/card/ sticky notes to show uncontracted and contracted words – kinaesthetic activity.</li> <li>• Learn to recognise and spell <b>contractions</b>: <i>cannot, can't; will not, won't etc.</i></li> <li>• Introduce the words '<b>omit; omission; possess; possession</b>' in readiness for teaching apostrophes.</li> <li>• Practise and develop more confidence to use <b>speech marks</b> accurately to show <b>direct speech</b>. Mention that they have another name which is <b>inverted commas</b>. Find them in class texts or guided reading texts.</li> <li>• Notice and collect irregular <b>verbs</b>, when working with a text.</li> <li>• Play card-matching games with verbs in the <b>present</b> and <b>past tense</b>: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time.</li> <li>• Talk about <b>commands</b> e.g. when reading and writing instructions: these are also called <b>imperative verbs</b>. Explain with practical activities.</li> </ul>
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	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>].</li> </ul>	<ul style="list-style-type: none"> <li>Introduce an <b>adverb</b> which gives more information about the verb.</li> <li>Model use of <b>commas in lists</b>, <b>exclamation marks</b> and <b>question marks</b>.</li> <li>Introduce the word <b>preposition</b> to show the position of one thing in relation to another; play games to practise e.g. put the red triangle in front of the blue cube.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
<p>Extending Year 4 (See also Years 3/4 above)</p>	<p>Use <b>paragraphs</b> as a way to organise ideas around a theme.</p> <p>Pupils should be taught to: develop their understanding of the concept of grammar, punctuation and vocabulary (Appendix 2) by:</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>using the present perfect form of verbs in contrast to the simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>]</li> <li>choosing nouns or pronouns for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause.</li> </ul> <p>Indicate grammatical features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> </ul>	<p>Model boxing-up of information into sections of similar material around a theme. Identify key information.</p> <ul style="list-style-type: none"> <li>Recognise that sentences need verbs to make sense.</li> <li>Be able to identify the <b>main clause</b> and <b>subordinate clause</b>; begin to use <b>connectives</b> to structure an argument: <i>if; on the other hand</i>.</li> <li>Learn that strong, specific <b>nouns</b> and powerful <b>verbs</b> make good writing.</li> <li>Provide scaffolds during planning, both during shared planning and independent work.</li> </ul> <p>Notice the various positions of the main clause within a sentence; e.g. ‘Although it was cold, <i>Jack took his coat off</i>.’ – can be written: ‘<i>Jack took his coat off</i>, although it was cold.’ (The main clause moves to the beginning of the sentence).</p> <ul style="list-style-type: none"> <li>Textmark; find the subordinate clause.</li> <li>Vary sentence order and sentence length, and examine the effect on the reader.</li> <li>Use a <b>comma</b> to mark a pause within a complex sentence.</li> <li>Model how to use two commas around extra information, e.g. <i>Jess, the shorter of the two</i>, asked Peter for a ladder. Explore other ways to punctuate extra information (a parenthesis), such as with a pair of <b>brackets</b> or <b>dashes</b>.</li> <li>Revise the term <b>pronoun</b> during shared writing, to show how they help the writer to avoid repetition or ambiguity, e.g. <i>Josh</i> loved sausages. <i>He</i> ate three every day. <i>His</i> mother gave them to <i>him</i>.</li> <li>Play the adverb game: do an action (e.g. sit on your chair / pick up a coat etc) in the manner of the adverb.</li> <li>Recognise <b>adverbs</b> when reading, particularly those ending with ‘ly’.</li> <li>Model how to use a fronted adverbial as a regular routine in shared writing; discuss the effect of changing its position in the sentence.</li> <li>Make sentences with mini whiteboards. Provide children with a simple sentence. Model how to add a comma and connective, followed by a subordinate clause e.g. <i>The dog came along the road – The Alsatian lurched along the lane, although his</i></li> </ul>



	<ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s</li> <li>using and punctuating direct speech.</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Use Standard English forms for <b>verb inflections</b> instead of local spoken forms [e.g. <i>we were</i> rather than <i>we was</i>].</p> <p>Identify and understand the term <b>determiner</b> [which specifies a noun as known or unknown, e.g. the; a; an; this; those; my; your; some; every;].</p>	<p><i>owner was calling him.</i></p> <ul style="list-style-type: none"> <li>Ask pupils to identify whether a phrase/sentence has one owner or more than one owner, in order to be able to determine the position of the apostrophe e.g. the tails belonging to the squirrels; the dummy belonging to the baby.</li> <li>Identify and apply <b>apostrophe for possession</b> e.g. <i>the baby's dummy; the ladies' hats</i>; teach basic rules for <b>singular/plural</b> nouns first.</li> <li>Compare this to the <b>apostrophe for omission</b> used by <b>contractions</b> e.g. won't.</li> <li>Revise the term <b>possessive pronoun</b> e.g. <i>Jack's football, Miss Wood's ruler.</i></li> <li>Develop confidence with <b>contractions</b> such as: <i>you're, should've, would've, it's/its.</i></li> <li>Photograph and collect examples of misuse of punctuation in the real world.</li> <li>Use the term <b>inverted commas</b> when referring to speech marks, and clarify their use in <b>direct speech</b>; identify the difference between direct and reported speech.</li> <li>Highlight / textmark to identify reported or direct speech from class text or pupil writing.</li> <li>Model insertion of inverted commas as a regular routine.</li> <li>Deliberately make errors for pupils to edit and correct.</li> <li>Provide lines from well-known rhymes or stories or poems e.g. <i>Mary had a little lamb / Cats sleep anywhere etc.</i> Find the <b>subject</b> and <b>verb</b>. Repeat several times until children can easily identify the subject and verb.</li> <li>Use drama and role-play to identify and practise use of formal and informal registers.</li> <li>Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of playscripts;</li> <li>Emphasise the importance of making the <b>subject and verb</b> agree, both when speaking and writing, e.g. <i>We were</i> fishing; <i>I did</i> my homework; they <i>were</i> blue.</li> <li>Discuss and identify <b>formal</b> and <b>informal</b> language.</li> <li>Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words.</li> <li>Help pupils to avoid misuse of 'them' e.g. <i>I put them books on the shelf</i> instead of <i>I put those books on the shelf.</i></li> </ul>
	Knowledge, skills and understanding	Routines and resources

Years 5  
and 6

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- building cohesion within a paragraph [e.g. *then, after that, this, firstly*]
- linking ideas across paragraphs using adverbials of time e.g. *later*, of place e.g. *nearby*, or number e.g. *secondly*, or by tense choice e.g. *he had seen her before*.

- in narratives, describing settings, characters and atmosphere and integrating

- Use a class short story to identify key events and place these in sequential order; draw a plan; insert key information in each section.
- During shared writing or as a sentence–starter activity, play with sentence order, exploring how changes affect the reader.
- Use shared reading as a regular routine, to observe and discuss use of connectives which promote fluency.
- Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words.
- Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of play scripts.
- During shared reading, discuss how the author uses both dialogue and actions to depict character.
  
- Model how to improve skills in organisation of logical paragraphs. Identify similar information when sharing texts.
- Use **connectives** more effectively to link sentences and paragraphs, to improve fluency of writing and **cohesion** of the whole piece.
- Link ideas across paragraphs using adverbials [e.g. *later, nearby, secondly*]. Model boxing-up activity as a regular routine; show how to organise similar information into each section or paragraph; allow pupils to practise this boxing-up activity themselves.
- Identify/highlight/textmark the main clause and subordinate clause of a sentence.
- Which is it? game – use a bag or box containing a mixture of statements, questions and commands. Child picks out a card and reads to whole class. Everyone must respond with their choice.
- Human sentences. Give out word cards (can include punctuation cards). Pupils arrange themselves into a sentence which makes sense.
- **Word class** game. Use P.E hoops (or large paper) to create a Venn Diagram of three circles with intersections. Each hoop relates to either noun/verb or adjective. Group of children discuss where to place given word cards.
  
- Collect words to describe a given setting; use a picture or film as a stimulus.
- Find vocabulary to evoke atmosphere of a setting. Use a dictionary and thesaurus with confidence to define new words and to

<p>dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> <li>▪ précising longer passages</li> <li>▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <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> <p>Proof-read for spelling and punctuation errors</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using the perfect form of verbs to</li> </ul>	<p>support the collection of a wide variety of words to support writing.</p> <ul style="list-style-type: none"> <li>• Plan activities involving note-taking; summarising; writing a précis; write a book blurb; write a newspaper article for a school newspaper.</li> <li>• Keep journals for first drafting.</li> </ul> <ul style="list-style-type: none"> <li>• Link with cross-curricular topic work to practise research skills, referencing text books.</li> </ul> <ul style="list-style-type: none"> <li>• Regularly engage pupils in discussion of their writing and that of their peers, through feedback activities; guided writing and shared writing.</li> <li>• Model the process of providing constructive feedback, so that pupils learn to do this effectively for themselves.</li> <li>• Model how to improve work; how to maintain tense; how to make better vocabulary choices.</li> <li>• Introduce the idea of the <b>future tense</b>; <i>will be going, shall dine</i>.</li> </ul> <ul style="list-style-type: none"> <li>• Reiterate the importance of <b>subject/verb agreement</b>; <i>I am, you are, we were; I did, you did, they did; I was, you were, he was, they were</i>.</li> <li>• Role-play use of Standard English forms in a formal situation. Develop to use during writing, for example, a formal letter with an audience and purpose.</li> </ul> <p>Model the proof-reading process during shared and guided writing.</p> <ul style="list-style-type: none"> <li>• Know the term <b>Standard English</b> and what it means.</li> <li>• Use a dictionary and thesaurus to define words and to collect a variety of words to support writing.</li> </ul> <ul style="list-style-type: none"> <li>• Identify and model effective noun phrases, avoiding overuse of adjectives. 'Every adjective must earn its place.' (Pie Corbett)</li> </ul> <ul style="list-style-type: none"> <li>• On mini-whiteboards, practise writing sentences using relative clauses beginning <i>with who, which, where, when, whose and that</i>.</li> </ul>
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	<p>mark relationships of time and cause</p> <ul style="list-style-type: none"> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i></li> <li>• using modal verbs or adverbs to indicate degrees of possibility [e.g. <i>might; should; will; must or perhaps; surely</i>].</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis [embedded clause]</li> <li>• using a dash to mark boundaries between independent clauses [as a separator]</li> </ul> <ul style="list-style-type: none"> <li>• Identify the subject and object within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the term <b>parenthesis</b> for an embedded clause of extra information; become familiar with ways to punctuate this using <b>commas, brackets or dashes</b>.</li> <li>• Play 'Drop in', providing a simple sentence, and inviting pupils to 'drop in' an embedded clause, or simply a word. Model this first to all children. Play this as part of 'Super sentences', modelling a wide range of ways to adapt and improve sentences. Show that embedded clauses can be punctuated in a variety of ways.</li> <li>• Display a range of connectives.</li> <li>• Game: Which connective is it? Provide a beginning and ending of a sentence (use class text) omitting the connective. Pupils select something suitable (whiteboards/ cards/ in pairs).</li> <li>• Use punctuation accurately in <b>complex sentences</b>; use a <b>comma</b> to clarify meaning.</li> <li>• Regularly investigate <b>main clauses and subordinate clauses</b> within sentences.</li> <li>• Confidently identify sentences which are <b>statements, questions or commands</b>.</li> <li>• Develop confidence to identify a <b>preposition</b> within a sentence.</li> <li>• Develop confidence to identify <b>reported speech (indirect)</b> and <b>direct speech</b>; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i></li> <li>• During shared and guided reading, regularly identify the <b>subject</b> and <b>object</b>.</li> </ul>
	Knowledge, skills and understanding	Routines and resources
Extending Year 6 (See also Years 5/6 above)	<p>Link ideas across paragraphs using a wider range of cohesive devices,</p> <ul style="list-style-type: none"> <li>• for example by repeating a word or phrase</li> <li>• using adverbials such as <i>on the other hand, in contrast, or as a consequence of</i></li> </ul> <p>Use a range of layout devices, e.g. headings, sub-headings, columns, bullet points or</p>	<ul style="list-style-type: none"> <li>• Display and share a range of <b>connectives</b> to give writing <b>fluency</b>: e.g. using <b>adverbials</b> such as <i>'on the other hand; in contrast; as a consequence of this</i>.</li> <li>• Revise and ensure correct identification of the <b>main clause</b> and <b>subordinate clause</b> in a <b>sentence</b>; explore different order in own writing; discuss effect of changes. Model. Text mark.</li> <li>• Identify the <b>past, present</b> and <b>future tense</b> within texts. Change from one to another.</li> <li>• Model the selection of powerful and effective <b>verbs</b> during shared writing.</li> <li>• Revise the term <b>modal verbs</b> to indicate degree of possibility: <i>might, should, will</i></li> </ul>

	<p>tables, to structure a text.</p> <p>Pupils should be taught to: Develop their understanding of the concepts in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>.</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list.</li> </ul> <p>Identify the subject and object of a sentence.</p> <p>Identify the difference between formal and informal speech, e.g. <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in formal writing and speech.</p> <p>Understand that words are synonyms if they have the same or similar meanings, and antonyms if they are opposite in meaning.</p>	<ul style="list-style-type: none"> <li>• Use practical scenarios to explain prepositions; identify them in texts.</li> <li>• Play language game which requires changing passive action to active, or vice versa; set up real life scenarios.</li> <li>• Use punctuation fans (one per child), to select appropriate punctuation in a given scenario e.g. on an IWB sentence.</li> <li>• Show how the <b>hyphen</b> can be used to avoid ambiguity: e.g. <i>man eating shark versus man-eating shark; little, used car versus little-used car</i>.</li> <li>• Use the <b>semi-colon</b> to mark a bigger pause than a comma, separating two sentences which are closely linked in context: e.g. <i>The journey was very long; we all fell asleep</i>. Can pupils find and create examples?</li> <li>• Show also that a semi-colon can divide long items in a list.</li> <li>• Revise use of the colon before a list. Introduce the <b>colon</b> as indicating a reveal: e.g. <i>I knew her secret: she was a ghost!</i></li> <li>• Show that an <b>ellipsis</b> is the omission of a word or phrase which is expected and predictable, e.g. <i>Jack waved to Kelly and (he) watched her walk away</i>.</li> <li>• Achieve competence in <b>subject/verb agreement</b>, both in speech and in writing e.g. <i>we were; they were; I did</i>. Role-play scenarios requiring use of formal speech, such as newsreader/ interview/ debate / school council. Use 'Did you mean to say?...' so that when a pupil uses the verb incorrectly (e.g. <i>I done</i>), the adult responds with the correct phrase.</li> <li>• Write a formal letter for a specific purpose, such as complaint or suggestion.</li> <li>• Model during shared writing, processes for linking paragraphs together using connectives and adverbials; boxing up information, in order to clarify paragraphs.</li> <li>• Convert text passages from direct to indirect speech and vice versa.</li> <li>• Revise identification of <b>direct speech</b> and <b>reported/indirect</b> speech; use accurately in independent writing.</li> <li>• Find other words with similar meaning by using thesauruses, gathering words from your reading; collect synonyms and antonyms in reading journals.</li> </ul>
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