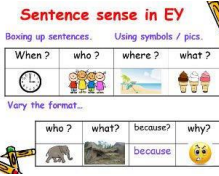


Grammar & Sentence Structure						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>How words can combine to make sentences</p> <p>Sequencing sentences to form short narrative</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters & full stops</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>• Re-read what they have written to check that it makes sense.</p> <p>How words can combine to make sentences</p> <p>Nouns phrases (e.g. the butterfly, the man)</p> <p>Joining words and clauses using and</p> <p>To add reason using because</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to past simple and present simple tense</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and the personal pronoun I</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or and but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation</p> <p>Correct choice and consistent use of tenses; • Present simple and past simple tense (e.g. she walks, he shouted) • Present progressive and past progressive tense (e.g. she is walking, he was shouting)</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spellings</p> <p>Apostrophes to mark singular possession in nouns (e.g. the girl's name)</p>	<p>co-ordination (FANBOYS)</p> <p>Expressing time, place and cause using: Conjunctions (e.g. when, before, after, while, so, because) Adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in, because of)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Correct choice and consistent use of tenses; • Present simple and past simple tense (e.g. she walks, he shouted) • Present progressive and past progressive tense (e.g. she is walking, he was shouting) • Present perfect and past perfect tense (e.g. She has walked, he had shouted)</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>co-ordination (FANBOYS)</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun</p> <p>Indicating degrees of possibility using; •Adverbs (e.g. perhaps, surely) • Modal verbs (e.g. might, should, will, must)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, firstly)</p> <p>Categories adverbs Time, Reason, Manner, Place</p> <p>Correct choice and consistent use of tenses;</p> <p>Linking ideas across paragraphs using adverbials of • Time (e.g. later) • Place (e.g. nearby) • Tense choices (e.g. he had seen her before)</p> <p>Dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>co-ordination (FANBOYS)</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun</p> <p>Indicating degrees of possibility using; •Adverbs (e.g. perhaps, surely) • Modal verbs (e.g. might, should, will, must)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, firstly)</p> <p>Categories adverbs Time, Reason, Manner, Place</p> <p>Correct choice and consistent use of tenses;</p> <p>Linking ideas across paragraphs using adverbials of • Time (e.g. later) • Place (e.g. nearby) • Tense choices (e.g. he had seen her before)</p> <p>Dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's you friend, isn't he?' or the use of the subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. The use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)</p>
ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE	ALAN PEAT + SENTENCE TYPE
<p>sentence sense: children gain idea of a sentence, through using images, symbols and words e.g.</p>  <p>Add an adjective: (can also refer to these as WOW words at this point) e.g. He was a hungry wolf with an empty tummy.</p>	<p>All the Ws e.g. Who? Where? What? When? Why?</p> <p>List sentences e.g. 't was a dark, long, eafy lane. She had a cold, cruel jackle. 't was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.</p>	<p>What + How ! e.g. What a beautiful day! How awful!</p> <p>Short e.g. Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?</p> <p>2A e.g. It was an overgrown, messy garden. He had wild, crazy hair.</p> <p>FANBOYS He was a friendly man most of the time but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily. For, And, Nor, But, Or, Yet, So</p> <p>Similie The huge monster chased the children like a tornado. The giant was as tall as a mountain.</p> <p>2A Sentences Similes 'as a' 'like a' BOYS Sentences</p>	<p>As -ly e.g. As the rain came down heavily, the children ran for shelter.</p> <p>__ing, __ed. e.g. Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Doubly -ly ending e.g. He tiptoed quietly and carefully.</p> <p>4A Sentences (do not over use. Health warning.) He was a tall, awkward man with an old, crumpled jacket.</p> <p>Emotion, comma e.g. Desperate, she screamed for help.</p> <p>Verb, person e.g. Running, Sarah almost tripped over her own feet.</p> <p>3 ed sentences Double ly ending sentences Emotion word</p>	<p>First word, last word e.g. Brilliant, the whole day was just brilliant!</p> <p>Emotion, comma e.g. Desperate, she screamed for help.</p> <p>Personification of Weather e.g. The rain wept down his window.</p> <p>With a(n) action, more action e.g. With a smile, Greg waved goodbye.</p> <p>This is that (metaphor) e.g. His eyes were dark tunnels.</p> <p>Noun, which/who/where e.g. Cakes, which taste fantastic, are not so good for your health.</p> <p>Ing, ed sentence Verb, person sentence Personification</p> <p>Year 6 De:De: If, if, if, then sentences Some; others sentences. Imagine 3 examples: of weather</p>	<p>3 __ed e.g. Frightened, terrified, exhausted, they ran from the creature.</p> <p>2 pairs sentences e.g. Exhausted and worried, cold and hungry, they didn't know how much further they had to go.</p> <p>Name - adjective pair - sentences e.g. Glass - fragile and dangerous - must be handled with care.</p> <p>Ing__ed e.g. Dancing tin the studio, he watched in the mirror as a ghost disappeared.</p> <p>Sound! Cause e.g. Splat! The water balloon burst as it hit the wall.</p> <p>Outside. (Inside.) e.g. She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>If, if, if, then. e.g. If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.</p> <p>The more, the more e.g. The more the crowd cheered, the more he looked forward to the race. Noun, which/where/who The more, the more Last word, first word Outside (Inside) Sentences 2 pairs sentences</p>	<p>De: De Sentence e.g. Snails are slow: They take hours to cross the shortest of distances.</p> <p>Some; others e.g. Some people like football; others hate it.</p> <p>Imagine 3 e.g. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet</p> <p>3 bad - (dash) question? e.g. Cold, dark, airlessness - which would kill the spaceman first?</p> <p>'Irony' sentences e.g. Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view'</p> <p>Emotion - consequence e.g. King Henry was furious - he ordered the execution of his wife.</p> <p>Tell: show 3 examples; e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</p> <p>When; when; when, then e.g. When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</p>



Composition & Effect – Key Focus						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Begin to form sentences.</p> <ul style="list-style-type: none"> Children use their knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<p>Sequence properly punctuated sentences.</p> <ul style="list-style-type: none"> Write and sequence coherent sentences with some descriptive detail. Writing based on familiar stories and own experiences. Re-read what they have written to check that it makes sense. 	<p>Add detail to writing.</p> <ul style="list-style-type: none"> Show awareness of the reader, through using language features relevant to the text type. Add detail to narrative writing through describing characters, setting and using dialogue. Group ideas together to form a clear series of events. Make simple additions, revisions and corrections to their own writing by: Evaluating Re-reading Proofreading. 	<p>Sustain and expand a range of text types</p> <ul style="list-style-type: none"> Write narratives based on familiar or given models where some elements are changed. Begin to structure texts using paragraphs. Develop characterisation through dialogue between characters. Show how characters react to events. Write well-structured non-fiction texts beginning to use precision language for description. Use language features appropriate to text type. Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency. 	<p>Manipulate detail within a well-structured text</p> <ul style="list-style-type: none"> Write complete texts, organising paragraphs around a theme. Show how one event leads to another. Include vivid descriptive detail to evoke the setting and relationship between characters. Use a variety of language features and techniques to evoke a response from the reader, vary pace and maintain engagement. Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency 	<p>Develop styles of writing</p> <ul style="list-style-type: none"> Experiment with a range of styles using given models and show increasing awareness of the reader through recaps, humour, asides, repetition, etc. Develop characterisation, showing different situations and change over the course of a series of events. Adapt writing for a range of audiences taking different viewpoints. Experiment with different text structure. E.g. non-linear narratives. Assess the effectiveness of their writing, making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>Writing for effect</p> <ul style="list-style-type: none"> Draw on a range of styles and techniques appropriate to different narrative and non-fiction genres. Language features, vocabulary and sentence structures are consciously selected to achieve the appropriate effect. Description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action. Manipulate typical characters, settings and events to surprise and engage the reader. Use expressive and figurative language showing understanding of the nuances in vocabulary choice. Assess the effectiveness of their writing making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Exemplification of Sentence Structure in Writing						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Narrative Humpty Dumpty went for a walk. He sat on a wall. He fell off the wall.</p> <p>Non-Fiction Griffles eat jam sandwiches. Griffles have red tails.</p>	<p>Narrative One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and he had a great fall.</p> <p>Non-Fiction A Griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have one red tail and three long arms.</p>	<p>Narrative Humpty Dumpty was sitting on Mr Gill's old, broken wall when a strong wind blew. Poor Humpty! What would happen to him?</p> <p>Non-Fiction Griffles are the greediest animals on the planet. They like most foods but they hate green bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Griffle. It might bite you!</p>	<p>Narrative Humpty Dumpty set off as the sun rose above the hills. He was sitting happily on the old, crumbling wall when a gust of wind rushed past, "oh no!" said Humpty.</p> <p>Non-Fiction Griffles are incredibly greedy animals. The often think about what to eat for tea while they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor-sharp teeth! **Inverted commas introduced, mostly used accurately.</p>	<p>Narrative As the sun rose above the hills, Humpty Dumpty sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind whipped past. "Oh no!" Humpty exclaimed.</p> <p>Non-Fiction It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-grown Griffle can eat twice its own body weight in food at every meal. Interestingly, a Griffle's favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating.</p>	<p>Narrative As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind – as strong as a hurricane - whipped past. "Oh no," he grumbled, sitting up wiping the dust from his eyes.</p> <p>Non-Fiction Eating Habits Griffles, who are often found in the Hertfordshire countryside, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with huge appetites. Unbelievably, a mature Griffle (a Griffle is considered fully-grown from 2 years of age) can eat twice its own body weight in food at every meal – sometimes more! A Griffle's favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore, cheesecake – lemon and lime seems to be a popular choice – makes the perfect snack for a hungry Griffle.</p>	<p>Narrative As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field thinking about what a lucky egg he was he listed his best qualities: a good-sized shell with a lovely shine; an 'egg'cellent sense of humour and an attractive appearance. Nothing could go wrong; life was good. Suddenly, and without warning; a gust of wind – as strong as a hurricane - whipped past. The wall was destroyed... completely destroyed.</p> <p>"Why is this happening to me?" he cried.</p> <p>Humpty Dumpty was sat on damp ground; he had a bad feeling. "Now what," he exclaimed.</p> <p>Non-Fiction Eating Habits Griffles (Latin name: 'Griffalis gargantious'), who are mostly found in the more rural areas of Hertfordshire, are very interesting creatures. Despite their slim appearance, Griffles are well known for their huge appetite; a fully-matured male can eat twice its own body weight in a single meal! However, the question is: if a hungry Griffle were to turn up for dinner unexpectedly, what would you feed it? Put together soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination...lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary needs of a Griffle.</p>

Handwriting						
Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Moving & Handling Skills:</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Begins to form capital letters</p> <p>Begins to form digits 0 - 9</p>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> • Forms capital letters • Forms digits 0 – 9 • Understands which letters belong to which handwriting 'families' • Makes distinctions in most writing between ascenders and descenders and other 'between the line' letters • Clearly distinguishes between similar looking letters e.g. h/n, a/g, a/e etc. <p>Has begun to use 'lead in' strokes to most letters</p>	<p>Forms lower-case letters in the correct orientation and size relative to one another</p> <ul style="list-style-type: none"> • Has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Uses spacing between words that reflects the size of the letters 	<p>Begins to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> • Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<p>Secures the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> • Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra • Choosing the writing implement that is best suited for a task 	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra • Choosing the writing implement that is best suited for a task • Making appropriate choices in presenting information and ideas on paper and when using ICT; using presentational features (e.g. bullet lists, headings/subheadings, diagrams, graphs, captions) to organise information and to aid understanding.

KPIs						
	Y1	Y2	Y3	Y4	Y5	Y6
Spelling	<p>*Spell words containing each of the 40+ phonemes already taught Spell many common exception words Spell the days of the week *Name the letters of the alphabet in order Use the spelling rule for adding 's or 'es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un' Use 'ing where no change is needed in the spelling of root words Use 'ed where no change is needed in the spelling of root words Use 'er and 'est where no change is needed in the spelling of root words *Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>*Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others 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 *Spell many common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones (e.g. accept/except) Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use a range of prefixes and suffixes and understand how to add them Spell a range of homophones. Spell high frequency common exception words. Begin to use the possessive apostrophe accurately in words with regular plurals. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use a range of prefixes and suffixes and understand how to add them. Spell a range of homophones. Spell high frequency common exception words. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. *Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>*Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. *Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. *Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more</p>

<p>Handwriting and presentation</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9</p>	<p>Form lower-case letters of the correct size relative to one another 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 *Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters *Use spacing between words that reflects the size of the letters</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their handwriting.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task. *Maintain legibility in joined handwriting when writing at speed.</p>
<p>Composition</p>	<p>Compose a sentence orally before writing it *Sequence sentences to form short narratives *Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>*Write simple coherent narratives *Write about real events, recording these simply and clearly Writing poetry Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils 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 Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and grammar. *Begin to use paragraphs as a way to group related material. Begin to use a success criteria to carry out self and peer assessment. When editing work, propose changes to grammar and vocabulary to improve consistency (e.g. accurate use of pronouns, coherence, consistency in tenses). *Proof-read for spelling and punctuation errors. Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. *Draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot. Draft and write by organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Begin to use a success criteria to carry out self and peer assessment. When editing work, propose changes to grammar and vocabulary to improve consistency (e.g. accurate use of pronouns, coherence, consistency in tenses). *Proof-read for spelling and punctuation errors. Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>*Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. *In narratives, describe settings, characters and atmosphere. *In narratives, integrate dialogue to convey character and advance the action. Précis longer passages. *Use a wide range of devices to build cohesion within and across paragraphs. *Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. *Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural. *Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>*Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Précis longer passages. Use a wide range of devices to build cohesion within and across paragraphs. *Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. *Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural. *Proof-read for spelling and punctuation errors. Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). *In narratives, describe settings, characters and atmosphere. *Integrate dialogue in narratives to convey character and advance the action.</p>

<p>Vocab, Punctuation and Grammar</p>	<p>Leave spaces between words Join words and joining clauses using and *Begin to punctuate sentences using a capital letter and a full stop *Begin to punctuate sentences using a question mark *Begin to punctuate sentences using an exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use some grammatical terminology when discussing their writing: capital letter, word, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Use full stops and capital letters Use exclamation marks and question marks Use commas for lists and apostrophes for contracted forms and the possessive Write sentences with different forms: question Write sentences with different forms: exclamation/ command Expanded noun phrases to describe and specify [for example, the blue butterfly] *The present and past tenses correctly and consistently *Use co-ordination (or / and / but) to join clauses *Use some subordination (when, if, that, or because) to join clauses Use and understand some grammatical terminology in discussing their writing e.g. noun, verb, adjective, suffix, punctuation</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. *Use the present perfect form of verbs in contrast to the past tense e.g. he has gone out to play / he went out to play. Begin to choose nouns or pronouns appropriately for clarity and cohesion *Use conjunctions, adverbs and prepositions to express time and cause (and place). and to avoid repetition. Begin to indicate possession by using the possessive apostrophe with plural nouns. *Use and punctuate direct speech sometimes accurately. Use and understand the following grammatical terminology accurately and appropriately when discussing their writing and reading: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks). *Use 'a' or 'an' appropriately.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense e.g. he has gone out to play / he went out to play. *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. *Use fronted adverbials. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with plural nouns. *Use and punctuate direct speech. Use and understand the following grammatical terminology accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial. *Use standard English forms for verb inflections instead of local spoken forms (verb agreement).</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely. *Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun. *Use commas to clarify meaning or avoid ambiguity in writing. Some correct use of hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently. Use and understand grammatical terminology.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. *Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses. *Use a colon to introduce a list. *Punctuate bullet points consistently. Use and understand grammatical terminology accurately and appropriately in discussing their writing and reading. *Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). *Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech). *Use verb tenses consistently and correctly throughout their writing. *Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>
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