



Fairlawn Primary School Writing Curriculum

Guidance and Expectations for Writing at Fairlawn

Note that spelling guidance is given in our spelling curriculum to support teachers in planning, teaching and assessing spelling effectively.

Planning

The Literacy unit overview should act as the long term plan for each year group to ensure coverage. Medium term planning should then be completed using the proforma saved on the Staff Shared drive. When completing your medium term plans, please take objectives directly from the writing curriculum. Your medium term planning should clearly follow the five phase model detailed below. A medium term plan should be written for each separate Literacy unit. This may mean that there is more than one medium term plan for each half term.

Weekly planning should be completed using the updated proforma saved on the Staff Shared drive. Ensure that learning questions on weekly planning clearly relate to the skills being learnt as well as to the activity set or the written outcome. There is also space on this proforma for you to add your weekly spellings (see spelling curriculum) and grammar focus. Weekly planning does not need to be overly detailed; it needs to be clear about the key learning and approaches, and useful for you.

Teaching and Learning

The cycle of a Literacy unit should be:

Phase	What?	Why?
1	Cold write. This is an independent attempt at the text type you are working towards.	The cold write is an excellent opportunity to assess what they children already know about the given writing style. It should be used to inform your planning.

2	Immersion. This will involve reading model texts and identifying features. Drama should be used to, for instance, explore characterisation. In a non-fiction unit, research may take place. Children should be given 'Have A Go' writing opportunities. These are not scaffolded by success criteria, and should include a range of text types other than the main	Drama and speaking and listening will lead to a higher quality of writing. 'Have A Go' writing gives children the chance to write more freely than when working to success criteria.
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	focus for a unit. They should follow on from a drama activity.	
3	Shorter writing opportunities. By this phase of a unit, children should be familiar with any core texts and with the given text type. The writing they produce at this stage should be leading up to the final outcome, e.g. sentences about a setting to be used in their story.	These writing opportunities help to deepen children’s understanding of a text/text type. It is also a good opportunity to write in role. For instance, writing a diary entry or a letter.
4	Final written outcome. Children should be guided through the planning, drafting, editing and revising process to write their own piece of extended writing based on the focus text type. Success criteria are used, with colour-coding to ensure accuracy. Children’s editing should be in green pen.	This is what you have been working towards. Through using shared and guided writing approaches, the children will be supported in producing a high quality written outcome based on their learning earlier in the unit.
5	Hot write. Once again, children are given the opportunity to independently write a given text type.	This will help the children to embed their learning from their unit, and will give you the chance to assess progress, by comparing with the cold write.

Assessment

Two main approaches to formative assessment are used. Often, the more powerful strategy is **verbal feedback**. This should be recorded in books using ‘VF’. Older children should also briefly record the verbal feedback they have been given, e.g. ‘We talked about varying the starts to sentences’. This serves as a useful reminder to you and the child, and is transparent to parents when looking at their child’s book.

The other key formative assessment strategy is **written feedback**. All pieces of learning in a child’s Literacy book should be marked. The minimum expectations for marking are to indicate whether the learning question has been achieved, e.g. ‘Yes you can!’ and use the marking code to highlight errors. It is not practical for every piece of learning to be marked in great detail with Green Pen Learning. Final written outcomes need to be marked in considerably more detail on a daily basis. Success criteria grids should normally be used from Year 1 onwards with space for self, peer and teacher assessment. These should also be accompanied by detailed written comments which are accessible to the child. It is important that green pen learning is used regularly at this stage to ensure progress.

The children's hot writes should be used to inform summative assessments and the children's future next steps. Dated statements should be added to OAs as evidence. The date should correspond with a piece of learning from the child's book where that statement has been achieved.

Writing Year Reception

In Reception, children follow the EYFS framework for the teaching and learning of writing.

Guidance from the EYFS framework

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Communication and language Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Children use their phonic 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.

Writing Year 1

National Curriculum Guidance

Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Literacy Units

During Year 1, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: repeated language Narrative: well-known stories Narrative: traditional tales Narrative: other cultures	Non-chronological reports Recounts Instructions

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 1	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Statutory Requirements	<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly. • To begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • To write sentences by saying out loud what he/she is going to write about. • To write sentences by composing a sentence orally before writing it. • To write sentences by sequencing 	<ul style="list-style-type: none"> • To use regular plural noun suffixes –s or –es, e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. • To use suffixes that can be added

	<ul style="list-style-type: none"> • To form capital letters. • To form digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 	<p>sentences to form short narratives.</p> <ul style="list-style-type: none"> • To write sentences by re-reading what he/she has written to check that it makes sense. • To discuss what he/she has written with the teacher or other pupils. • To read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. 	<p>to verbs where no change is needed in the spelling of root words, e.g. helping, helped, helper.</p> <ul style="list-style-type: none"> • To understand how the prefix un- changes the meaning of verbs and adjectives, i.e. negation: for example, unkind, or undoing: for example, untie the boat. • To understand how words can combine to make sentences. • To use joining words and join clauses using and. • To sequence sentences to form short narratives. • To separate words with spaces. • To use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. • To use a capital letter for name of people, places, the days of the week, and the personal pronoun I. • To understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Non-statutory	Handwriting requires frequent and	At the beginning of year 1, not all pupils	Pupils should be taught to recognise

Notes and Guidance	<p>discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>	<p>sentence boundaries in spoken sentences and to use the vocabulary listed in below when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing.</p>
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Terminology

Term	Definition
letter	A letter is a way of writing down a sound. In Letters and Sounds, letters may be referred to as graphemes.
capital letter	A capital letter is used at the start of a sentence and for all proper nouns.
word	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.</p> <p>Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. <i>well-built, he’s</i>).</p>
singular	A singular noun refers to one place, person or object. It needs to agree with a singular form of the verb.
plural	<p>A plural noun normally has a suffix –s or –es and means ‘more than one’.</p> <p>There are a few nouns with different morphology in the plural (e.g. <i>mice, formulae</i>).</p>
sentence	<p>A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence.</p> <p>The form of a sentence’s main clause shows whether it is being used as a statement, a question, a command or an</p>

	<p>exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.</p>
punctuation	<p>Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - () “ ” ‘ ’ , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.</p>
full stop	<p>A full stop is the piece of punctuation most commonly used to demarcate the end of a sentence.</p>
question mark	<p>A question mark is used to demarcate the end of a sentence which is a question, including a tagged question.</p>
exclamation mark	<p>An exclamation is used to demarcate the end of a sentence and suggests either strong feelings or high volume.</p>

Writing Year 2

National Curriculum Guidance

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should also be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Literacy Units

During Year 2, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: well-known stories Narrative: traditional tales Narrative: other cultures Narrative: extended stories Diaries	Non-chronological reports Newspaper reports Recounts Instructions Letters

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 2	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Statutory Requirements	<ul style="list-style-type: none"> To form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> To write narratives about personal experiences and those of others (real and fictional). 	<ul style="list-style-type: none"> To form nouns using suffixes such as -ness, -er and by compounding, e.g. whiteboard, superman.

	<ul style="list-style-type: none"> • To start using some of the diagonal and horizontal strokes needed to join letters. NB: in spite of the banding statement, we do not teach that any letters should be left unjoined. • To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • To write about real events to develop positive attitudes and stamina for writing. • To write poetry to develop positive attitudes and stamina for writing. • To write for different purposes to develop positive attitudes and stamina for writing. • To consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. • To consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. • To consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. • To make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. • To make simple additions, revisions and corrections to his/her own writing by re-reading 	<ul style="list-style-type: none"> • To form adjectives using suffixes such as -ful, -less. • To use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs, e.g. smoothly, softly, bigger, biggest. NB: it should be taught that not all words ending in 'ly' are adverbs. • To use subordination (using when, if, that, because) and co-ordination (using or, and, but). • To use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour, the man in the moon. • To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • To make the correct choice and make consistent use of present tense and past tense throughout writing. • To use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.
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		<p>to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form.</p> <ul style="list-style-type: none"> • To make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences punctuated correctly. • To read aloud what he/she has written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • To use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing. • To use commas to separate items in a list. • To use apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns, e.g. the girl’s name. • To understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.
<p>Non-statutory Notes and Guidance</p>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes</p>	<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>

		<p>essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	
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Terminology

Term	Definition
noun	<p>The surest way to identify nouns is by the ways they can be used after determiners such as <i>the</i>: for example, most nouns will fit into the frame "The___matters/matter."</p> <p>Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions.</p> <p>Nouns may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with.</p>
noun phrase	<p>A noun phrase is a phrase with a noun as its head, e.g. <i>some foxes, foxes with bushy tails</i>. Some grammarians recognise one-word phrases, so that <i>foxes are multiplying</i> would contain the noun <i>foxes</i> acting as the head of the</p>

	noun phrase <i>foxes</i> .	
statement	The form of a sentence’s main clause shows whether it is being used as a statement, a question, a command or an exclamation.	<i>You are my friend.</i>
question		<i>Are you my friend?</i>
exclamation		<i>Be my friend!</i>
command		<i>What a good friend you are!</i>
compound	In a compound sentence, two or more main clauses are joined by a co-ordinating conjunction: for, and, nor, but, or, yet, so (FANBOYS).	
suffix	A suffix is an ‘ending’, used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.	
adjective	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> • before a noun, to make the noun’s meaning more specific (i.e. to modify the noun), or • after the verb <i>be</i>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> <p>Adjectives are sometimes called ‘describing words’ because they pick out single characteristics such as size or colour. This is often true, but it doesn’t help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.</p>	
adverb	<p>The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn’t help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.</p>	
verb	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future).</p> <p>Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn’t distinguish verbs from nouns (which can also name actions). Moreover many</p>	

	<p>verbs name states or feelings rather than actions.</p> <p>Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.</p>
tense (past, present)	<p>In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.)</p> <p>The simple tenses (present and past) may be combined in English with the perfect and progressive.</p>
apostrophe	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> • showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) • marking possessives (e.g. <i>Hannah's mother</i>).
comma	<p>A comma is used to separate three or more items in a list, to separate main clauses when followed by a co-ordinating conjunction, to separate a fronted adverbial from the rest of the sentence, and to add parenthesis.</p>

Writing Year 3

National Curriculum Guidance

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, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Literacy Units

During Year 3, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: myths Narrative: other cultures Narrative: fantasy Play scripts	Non-chronological reports Explanation Recounts Instructions Letters

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 3	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Statutory Requirements	<ul style="list-style-type: none"> To increasingly use the diagonal and horizontal strokes that are needed to join letters. NB: in spite 	<ul style="list-style-type: none"> To plan his/her writing by discussing writing similar to that which he/she is planning to write 	<ul style="list-style-type: none"> To form nouns using a range of prefixes, e.g. super-, anti-, auto-. To use the forms ‘a’ or ‘an’

	<p>of the banding statement, we do not teach that any letters should be left unjoined.</p> <ul style="list-style-type: none"> To increase the legibility, consistency and quality of his/her handwriting, e.g. by beginning to ensure 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>in order to understand and learn from its structure and vocabulary.</p> <ul style="list-style-type: none"> To plan his/her writing by discussing and recording ideas within a given structure. To draft and write by composing and rehearse sentences orally, building a rich vocabulary and using the following sentence structures: simple, compound and complex. To draft and write by organising writing into paragraphs as a way of grouping related material. To draft and write in narratives, creating settings, characters and plot. To draft and write non-narrative material, using headings and sub-headings to organise texts. To evaluate and edit by assessing the effectiveness of his/her own writing. To evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. To proof-read for spelling errors 	<p>(indefinite articles) according to whether the next word begins with a consonant or a vowel sound, e.g. a rock, an open box.</p> <ul style="list-style-type: none"> To identify word families based on common root words, e.g. solve, solution, solver, dissolve, insoluble. To express time, place and cause using conjunctions, e.g. when, before, after, while, so, because; adverbs, e.g. then, next, soon, therefore; and prepositions, e.g. before, after, during, in, because of. To begin to use paragraphs as a way to group related material. To use headings and sub-headings to aid presentation. To use the present perfect form of verbs instead of the simple past, e.g. 'he has gone out to play', contrasted with 'he went out to play'. To begin to use inverted commas to punctuate direct speech. To understand the following terminology: preposition, conjunction, word family, prefix,
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		<p>and for punctuation, including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.</p> <ul style="list-style-type: none"> To read his/her own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>clause, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').</p>
<p>Non-statutory Notes and Guidance</p>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in the table below, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>

Terminology

Term	Definition
preposition	<p>A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.</p>
conjunction	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> • co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause.
word family	<p>The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.</p>
prefix	<p>A prefix is added at the beginning of a word in order to turn it into another word.</p>
clause	<p>A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.</p>
consonant/consonant letter	<p>A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth.</p> <p>Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowel sounds.</p>
vowel/vowel letter	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form syllables by themselves, or they may combine with consonants.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>
Inverted commas (or ‘speech marks’)	<p>Inverted commas are used to punctuate speech. They may also be referred to as speech marks.</p>

Writing Year 4

National Curriculum Guidance

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, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

The above guidance is the same as for Year 3 due to how the National Curriculum is structured. To ensure progression, use the objectives below in light of the above guidance.

Literacy Units

During Year 4, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: adventure (Viking) Narrative: other cultures (Morpurgo) Narrative: historical settings (Fashion) Play scripts – Over to you Diaries (Morpurgo)	Non-chronological reports (S America) Newspaper reports (Tales of Thames) Instructions (Morpurgo –sushi / origami) Persuasion: letters (Fashion) Persuasion: adverts (S America)

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 4	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Statutory Requirements</p>	<ul style="list-style-type: none"> • To use the diagonal and horizontal strokes that are needed to join letters. NB: in spite of the banding statement, we do not teach that any letters should be left unjoined. • To increase the legibility, consistency and quality of his/her 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. 	<ul style="list-style-type: none"> • To plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. • To plan his/her writing by discussing and recording ideas. • To draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using the following sentence structures: simple, compound and complex. • To draft and write by organising paragraphs around a theme. • To draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • To draft and write non-narrative material, using simple organisational devices. • To evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> • To understand the grammatical difference between plural and possessive -s. • To use standard English forms for verb inflections instead of local spoken forms, e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'. • To use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair.' • To use fronted adverbial phrases, e.g. 'Later that day, I heard the bad news.' • To use paragraphs to organise ideas around a theme. • To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • To use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas. For

		<ul style="list-style-type: none"> • To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • To proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • To confidently read his/her own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. 	<p>example: The conductor shouted, 'Sit down!'</p> <ul style="list-style-type: none"> • To use apostrophes to mark plural possession, e.g. the girl's name (singular), the girls' names (plural). • To use commas after fronted adverbials. • To understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.
<p>Non-statutory Notes and Guidance</p>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that</p>	<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in the table below, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt</p>

		<p>are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	<p>[for example, in writing dialogue for characters].</p>
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Terminology

Term	Definition
determiner	<p>A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).</p> <p>Some examples of determiners are:</p> <ul style="list-style-type: none"> • articles (<i>the, a or an</i>) • demonstratives (e.g. <i>this, those</i>) • possessives (e.g. <i>my, your</i>) • quantifiers (e.g. <i>some, every</i>).
pronoun	<p>Pronouns are normally used like nouns, except that:</p> <ul style="list-style-type: none"> • they are grammatically more specialised; • it is harder to modify them. <p>Examples of pronouns include me, you, him, her, it, they, we.</p>

possessive pronoun	Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours - all words that demonstrate ownership.
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.

Writing Year 5

National Curriculum Guidance

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.

During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

There will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

Literacy Units

During Year 5, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: sci-fi Narrative: suspense Narrative: older literature Diaries	Non-chronological reports Explanation Biography Persuasion: letters Persuasion: adverts Discussion

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 5	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Statutory Requirements</p>	<ul style="list-style-type: none"> • To write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices. NB: in spite of the banding statement, we do not teach that any letters should be left unjoined. • To write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. • To plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. • To plan his/her writing of narratives by considering how authors have developed characters and settings in what the class has read, listened to or seen performed. • To draft and write by selecting appropriate grammar and vocabulary, including in relation to terminology in the table below. • To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • To draft and write by précising longer passages. • To draft and write by using devices to build cohesion within a paragraph, e.g. then, after that, 	<ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify. • To understand verb prefixes, e.g. dis-, de-, mis-, over- and re-. • To use relative clauses beginning with who, which, when, whose, that or an omitted relative pronoun. • To indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must. • To use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly. • To link ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To use brackets, dashes or commas to indicate parenthesis. • To use commas to clarify meaning or avoid ambiguity. • To understand the following terminology: modal verb, relative pronoun, relative clause,

		<p>this, firstly.</p> <ul style="list-style-type: none"> • To draft and write by linking ideas across paragraphs using adverbials of time, e.g. later; place, e.g. nearby; and number, e.g. secondly, or tense choices, e.g. he had seen her before. • To draft and write by using further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining. • To evaluate and edit by assessing the effectiveness of his/her own and others' writing. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 	<p>parenthesis, bracket, dash, cohesion, ambiguity.</p>
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		<ul style="list-style-type: none"> • To proof-read for spelling errors linked to spelling statements for Year 5 (see Spelling Curriculum). • To proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • To perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	
<p>Non-statutory Notes and Guidance</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>	<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>

Terminology:

Term	Definition
modal verb	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. <i>I sing – he sings</i>, but not <i>I must – he musts</i>).</p>
relative pronoun	<p>A relative pronoun such as <i>who</i> or <i>that</i> is used to refer back to the noun in a relative clause.</p>
relative clause	<p>A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p>
parenthesis	<p>Parenthesis is a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. In writing it is marked off by using brackets, dashes, or commas.</p>
bracket	<p>A pair of brackets is used to separate its contents from the remainder of the sentence.</p>
dash	<p>A pair of dashes may be used for parenthesis. Dashes are longer than hyphens.</p>
cohesion	<p>A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.</p> <p>Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> • determiners and pronouns, which can refer back to earlier words • conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words.
ambiguity	<p>Ambiguity is when something is open to one or more interpretation; the meaning is not clear.</p>

Writing Year 6

National Curriculum Guidance

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.

During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

In years 5 and 6, pupils’ confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Literacy Units

During Year 6, children should be taught the following Literacy units:

Fiction	Non-Fiction
Narrative: mystery Narrative: horror Narrative: older literature (Shakespeare) Diaries	Non-chronological reports Newspaper reports Biography Persuasion: letters Persuasion: adverts

Objectives

In the table below, the statutory requirements are taken directly from the National Curriculum. They also align to the banding statements we use to assess children’s progress. Here, they are phrased in the form of targets as ‘To...’ statements. Most of the individual targets you set children should therefore come from this document. If a child is Secure+ within a band, they should move on to the objectives for the following year.

Year 6	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Statutory Requirements	<ul style="list-style-type: none"> • To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. NB: pupils should join all letters when writing in their Literacy book. • To write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • To plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own. • To plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • To plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class has read, listened to or seen performed. • To draft and write by selecting appropriate grammar and vocabulary, including that included in the table below, understanding how such choices can change and enhance meaning. • To draft and write narratives, 	<ul style="list-style-type: none"> • To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out – discover; ask for – request; go in – enter. • To understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little. • To use the passive to affect the presentation of information in a sentence, e.g. ‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken (by me)’. • To understand 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 your friend, isn’t he?’ or the use of subjunctive forms,

		<p>describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <ul style="list-style-type: none"> • To draft and write by accurately précisising longer passages. • To draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. • To draft and write by using organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables. • To evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To evaluate and edit by ensuring consistent and correct use of tense throughout a piece of 	<p>such as 'If I were...' or 'Were they to come...' in some very formal writing and speech.</p> <ul style="list-style-type: none"> • To link 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 'on the other hand', 'in contrast', or 'as a consequence' and ellipsis. • To use layout devices, e.g. headings, sub-headings, columns, bullets, or table, to structure text. • To use the semi-colon, colon and dash to mark the boundary between independent (main) clauses, e.g. 'It's raining; I'm fed up.' • To use the colon to introduce a list and use semi-colons within lists. • To use bullet points to list information. • To understand how hyphens can be used to avoid ambiguity, e.g. 'man eating shark' versus 'man-eating shark' or 'recover' versus 're-cover'. • To understand the following terminology: subject, object,
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		<p>writing.</p> <ul style="list-style-type: none"> • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • To proof-read for spelling errors linked to the spelling statements for year 6 (see Spelling Curriculum). • To proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • To confidently perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<p>active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>
<p>Non-statutory Notes and Guidance</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for</p>	<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>	<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>

	<p>a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>		
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Terminology

Term	Meaning (if necessary)
subject	<p>The subject of a verb is normally the noun, noun phrase or pronoun that names the ‘do-er’ or ‘be-er’. The subject’s normal position is:</p> <ul style="list-style-type: none"> • just before the verb in a statement • just after the auxiliary verb, in a question. <p>Unlike the verb’s object and complement, the subject can determine the form of the verb (e.g. <i>I am, you are</i>).</p>
object	<p>An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.</p> <p>Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).</p>
active	<p>An active verb has its usual pattern of subject and object (in contrast with the passive).</p>
passive	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> • the past participle form <i>eaten</i> • the normal object (<i>it</i>) turned into the subject • the normal subject (<i>our dog</i>) turned into an optional preposition phrase with <i>by</i> as its head

	<ul style="list-style-type: none"> the verb <i>be(was)</i>, or some other verb such as <i>get</i>. <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p>
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym
antonym	Two words are antonyms if their meanings are opposites.
ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable. It also refers to the following punctuation: '...'
hyphen	Hyphens are used to join two words to indicate that they have a combined meaning. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
colon	A colon is used to introduce a list of items, a quotation or to add an expansion or explanation of what came before it.
semi-colon	A semi-colon is generally used to separate two related main clauses. It is also use to separate items in a bullet pointed list.
bullet points	Bullet points are used to mark separate points on a list or when note-taking.

Appendix 1: Overview of Vocabulary, Grammar and Punctuation

Year 1

Year 1: Detail of Content to be Introduced (Statutory Requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for Pupils	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2

Year 2: Detail of Content to be Introduced (Statutory Requirement)	
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<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 spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for Pupils	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>

Year 3

Year 3: Detail of Content to be Introduced (Statutory Requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>

Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for Pupils	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’)

Year 4

Year 4: Detail of Content to be Introduced (Statutory Requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections 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>]
Sentence	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>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial

Year 5

Year 5: Detail of Content to be Introduced (Statutory Requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials 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>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6

Year 6: Detail of Content to be Introduced (Statutory Requirement)	
Word	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>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus 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 subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [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 Punctuation 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, or recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Appendix 2: Resources available to support the planning of literacy learning

The following books are available in the staffroom to aid your planning of units. They contain model texts and lists of features. You are welcome to take some of these books along to your PPA time. Please return the books when you have finished with them.

- Igniting Writing 1: Writing for 7-11 years. Pie Corbett
- Igniting Writing 2: Writing for 7-11 years. Pie Corbett
- Igniting Writing 3: Writing for 7-11 years. Pie Corbett
- Igniting Writing 4: Writing for 7-11 years. Pie Corbett
- Writing models Year 3. Pie Corbett
- Writing models Year 4. Pie Corbett
- Writing models Year 5. Pie Corbett
- Writing models Year 6. Pie Corbett
- Models for writing Year 3. Chris Buckton
- Models for writing Year 4. Chris Buckton
- Models for writing Year 5. Chris Buckton
- Models for writing Year 6. Chris Buckton
- Talk for Writing across the curriculum. Pie Corbett
- How to teach story writing at KS1. Pie Corbett
- How to teach fiction writing at KS2 Pie Corbett
- Get your head around punctuation (...and how to teach it)